

THE CHILD IN HOME AND SCHOOL

BY

FLORENCE SURFLEET

WITH A FORWORD BY

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PREFACE

THIS book is the outcome of my personal experience with children under varying conditions, and is an attempt to pass on to others some of my findings.

It was my training in Nursery School work under Miss Grace Owen and my connection with the Nursery School Association which opened my eyes to the real needs of children, making clear the interdependence of physical and mental well-being and the importance of close co-operation between parents and teachers. My work in the New Education Fellowship widened my knowledge of educational conditions, and my close connection with the Home and School Council at the time of its inception showed me the widespread need for some simple book on child psychology, suitable both for use in study-discussion groups of parents and teachers and for individual reading. This book is an attempt to fill that need.

Much of the matter of the book is in the form of illustrative stories which, for convenient reference, are detailed in the table of contents under the chapter headings. By calling up similar instances in the reader's own experience, the stories relate the contents of the book to individual problems. The questions at the end of each chapter are added to promote thought in the reader, and are intended to form the basis of discussion when the book is used by study-discussion groups of parents and others, or by groups of students in training colleges and elsewhere. Whenever a question refers to a special anecdote mentioned in the

P R E F A C E

chapter, the letter corresponding to that of the anecdote is added in brackets at the end of the question, for reference. When the question refers in a more general way to the contents of the chapter, no letter is added.

Grateful acknowledgments are due to Mr. and Mrs. Roy Calvert for their many valuable suggestions.

The assistance of my friend Miss Dorothy Matthews has been invaluable throughout. She has given it with the untiring energy and ceaseless devotion which characterise all her work.

F.M.S.

PREFACE TO SECOND EDITION

I have received so many expressions of appreciation of the first edition that I am glad this new second edition is now available. I have rewritten Chapter I, "Understanding the Child," so that I may bring in examples of post-war problems in home and school, and Chapter VI, "The Physical Care of the Child," so that I may include reference to the Nature Cure way of dealing with children in health and sickness.

F.M.S

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FOREWORD

It is a pleasure to commend this little book to parents and teachers of young children. It will be clear to its readers that the author is an acute and sympathetic observer of children, with much direct experience of their ways and needs and difficulties. It will quickly be felt also, that the ways and needs and difficulties of parents and teachers are as clearly understood, and meet with equal sympathy, as well as a saving sense of humour. The questions at the ends of the chapters are just those which need thoughtful discussion rather than dogmatic answers. While adhering faithfully to personal experience, and avoiding theoretical language, the writer actually makes full use of modern psychology and hygiene in interpreting the problems of early childhood. The book may thus be confidently expected to prove both interesting and helpful, especially to younger parents and students of education.

GRACE OWEN.

CHAPTER I

UNDERSTANDING THE CHILD

MANY of the difficulties that arise between children and grown-ups are caused by the child's vitality, and the fact that he has not yet found the way to direct that vitality into channels acceptable to adults. He therefore interferes with grown-up purposes by his noise, his boundless energy, his sense of mischief and fun, his instability, and his eager curiosity. And when the grown-up is annoyed or troubled, he feels it to be unreasonable, and this may make him resentful and resistant.

Of course, when we think calmly about it, we know that the child cannot possibly help being a child—immature, eager, active, unstable, full of curiosity and the desire to know how things work. We realise that it is unreasonable for the adult to expect grown-up behaviour from the child, and unreasonable to be annoyed when he behaves in a child-like way.

Some grown-ups, however, seem to feel that they are being reasonable in expecting grown-up standards from the child, and that it is the child who is unreasonable and awkward. By this attitude misunderstandings and difficulties between children and adults are multiplied, and a difficult attitude to all authority may result in the child.

Some difficulties come from the child's side, of course, and these are often caused by his not understanding clearly what the grown-up is wanting from him, or else by his not being able to do what is asked for just when it is required.

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Often his brain moves more slowly than the adult's, and it is some little time before he sees what is wanted, and a further time again until he is able to carry it out.

Another thing that makes for difficulty between children and adults is the fact that children do not understand the properties of the things they meet in their environment at first. They may not know, for instance, that fire burns, that if the tap is left on water will flood all over the floor, that if the gas is turned off the cake in the oven will be spoilt, and so on. Therefore, the child may experiment along one or other of these lines, and trouble may be caused to some grown-up person or to the child himself. The child's lack of knowledge and his interest in everything he sees are of course the cause of his curiosity, and it is his curiosity that is one of the chief factors in his learning.

It is helpful for the adult to try to imagine what the child's world seems like to him. She (we will in future always call the adult "she" and the child "he" for simplicity, though what is said applies equally, usually, to both sexes) can do this partly by remembering her own childhood, and partly by watching the child as sympathetically as she can at play, at meal-times, when occupied in washing and dressing himself, and so on. The grown-up who has not yet found admission to the child's world fails to understand the conflicting, confusing elements in his make-up—his marvellous power of concentration and his inability to keep still except when he is fully occupied, his boundless energy and his utter exhaustion, his breathless anticipation and his blinding disappointment, his impulsive generosity and his selfish unwillingness to share, his disregard of property and his eager additions to some collection he is making, his desire to pull to pieces and his desire to build up again.

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Another thing that greatly helps the adult to understand the child and his queer reactions is to try to understand herself and her own reactions. If she is jealous or worried or unhappy, the child will sense that something is wrong, and will feel troubled and uneasy. For the child such a burden of anxiety may be extremely hampering, and the weight is all the heavier because it is not fully understood.

As the adult comes to look more straightly at her own reactions, and acknowledges to herself what her real feelings and desires are, she is able more and more to turn her thoughts and feelings and desires in new directions, and as soon as she begins to do this, she lifts the weight of them from the child in her care.

She comes then to be able to understand intuitively and sympathetically the things that baffled her before—such as the child's quick fierce outbursts of anger, his sudden unreasoning spasms of fear, his temptation to do this or that thing that has been forbidden by the grown-up, his sudden desire to fight or show off, his possessive affection which may show itself in fierce jealousy, his desire to dominate or take the lead whether in a good or a bad enterprise, his thoughtless disregard of other people's needs and his strong desire to be of service, his longing for affection and his complete withdrawal within himself.

The main problems for the grown-up in the child's development—the place of freedom and authority, the care of possessions, the need for suitable opportunities for activity and for responsibility—gradually adjust themselves in this new atmosphere of co-operation and understanding, and paralysing fears and inhibitions are avoided. The grown-up finds, too, that she has a new grip in her dealings with adults as well as with children, and a new sense of poise and mastery.

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It isn't any longer her desire to get the child's instant obedience, but rather she finds ways of gaining his co-operation in the doing of all the things that before she expected him to do without discussion or understanding. Now she tries to avoid giving orders, and instead makes suggestions, and is willing to consider the child's suggestions side by side with her own. In this way, she gets the child's eager co-operation, instead of his reluctant submission.

She avoids particularly all negative repressive orders of the "don't do that" variety, but instead tries to suggest something else in place of the thing that is undesirable, and so puts the child's thought in the new direction, instead of causing him to become resentful and ~~resistant~~.

Of course, all smackings and slappings, as well as the old-time thrashings and beatings, interfere with good relations and set up troubled feelings in both child and adult. It is in the realms of feelings and relationships that all forms of corporal punishment have their most serious effects, effects which may last for years, or throughout life.

Nowadays, grown-ups are much gentler with children as a general rule than they were in earlier generations, but the exasperated smack or slap is not yet altogether a thing of the past, and, unfortunately, in school corporal punishment is by no means banished.

Nearly all corporal punishment, at home and at school, is due to the adult's feeling uneasy or injured or inadequate in face of the child's behaviour; and when the grown-up realizes that, it is easier for her to cut out corporal punishment altogether, since she sees that it is a reflection on her power of handling the child, a sign of her failure.

Corporal punishment never leads ultimately to good results. Even though it sometimes causes a child to change

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his behaviour, it never touches the causes of that behaviour, and the impulses find some other and often equally undesirable outlet.

When corporal punishment is kept to use only as a last resort, it influences all the dealings of adult and child, because it implies the power and the willingness in the grown-up to try to force the child to do what is asked, without relying only on gaining his co-operation. As a matter of fact, it is hard to gain a child's co-operation, if there is in his mind the thought that unless he agrees to what is suggested an attempt will be made to force him to agree.

Before asking a child to do something, the grown-up who cuts out all thought of punishment should ask herself the three following questions:--

1. Can the child do this thing that I desire?
2. Will it aid or will it hinder his development to do this thing?
3. If it is possible and profitable for him to do this thing, how shall I best gain his co-operation in the doing of it?

When things go badly wrong between child and adult, and particularly when the parents are lost and the child is thrown on his own resources or on the care of someone who does not want him, the effects are disastrous, since the child's welfare depends more than anything else on the sense of security in affection, and on his having some little place of his own in the big world in which he finds himself.

The following are examples from my own experience of unenlightened treatment of children, of the effects on children of not being wanted, and of their concern and anxiety when the parents are worried.

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(a) Toddler of about Two Years in Park

I sat on a seat one sunny afternoon in a grassy park. A woman sat down beside me. A toddler of about two years played on the grass at her feet.

He picked up bits of grass, which, after a time, he put into his mouth. The mother roughly seized the child, smacked his hands, and tried to get the bits out of his mouth. He cried. She hugged him closely to her until he stopped. Then she put him down and let him go on with his play. He ran off a little way down the hill, hoping, perhaps, to be at a safer distance from her. She didn't seem to notice at first. Then she suddenly saw that he was not quite near to her and called to him to come back. He smiled sweetly but did not move. She called again more loudly. He looked frightened, but remained stationary. She called again, and, as nothing happened, she set off with determination, and, snatching hold of his arm, brought him back. He came unwillingly, but without active resistance.

He played beside her for a time, but he was uneasy and fretful. Then he seemed to forget what had happened and set off down the hill. This time he went much further down the hill than he did on the earlier occasion, and it seemed as though he would rush to the bottom and across the road.

The mother heard an approaching motor car and dashed after the child, and he, hearing her behind, ran on faster than before. She caught him as he reached the side of the road.

She smacked him hard for a minute, then, holding his hand so high that he could hardly reach the ground with his feet, she dragged him, screaming and miserable, back to the seat.

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I left them: I could not bear to see more of it. Nevertheless, as I got to the roadway, I turned to see what was happening. I saw the child being pressed tightly in her arms, frantically struggling to get down. I thought to myself that another instance was being added to that child's store of unintelligible experiences, of confusing terrifying experiences.

(b) Two Boys of Three Years in a Railway Carriage

I once went a long railway journey in a compartment with two women and two children of three years. The children were encouraged to notice one another. They smiled in a friendly way. One presented all his fingers to the window strap, the second one fought for food. These same children were able to get it. The first little one held on to the strap, being careful not to take him to leave hold. He left his hand, she did not seem to notice. He grabbed it again; she did not seem to notice. He was on the window constantly with it, the second little one trying all the time to reach it, too. The mothers were talking and did not notice.

At last the second little boy managed to reach forward from his place by the window and catch hold of the strap. The first one held on for dear life; they had a tug-of-war and both fell down on to the floor. As the noise was considerable, the mothers noticed what had happened. Each roughly took hold of her own child and thrust him down on the seat, and told him not to move from there. The first little boy got restless, and presently he knelt on the seat and looked out of the window, whereupon the second one tried to do it too, but his mother had her arm tightly round him, and when he tried she looked at him savagely, as much as to say: "If you dare to move when I have said 'sit still,' you'll regret it."

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He remained still for a time, but the position of the other child kneeling by the window was more than he could bear. The first time his mother left hold of him, he quietly moved into a kneeling position. When she saw, presently, what had happened, anxious not to seem to have a child who was not obedient and nicely behaved, she seized him roughly and dumped him down on the seat, smacking his knees and legs all the time she was doing it. He cried, and at this commotion the first mother felt that it behoved her to interfere with her small son, too, so she told him to sit down, but he, absorbed in the scene in the opposite corner, did not hear; whereupon his mother, feeling herself

“iv: “ John, if you don't sit down
ou, I sha'll give you such a
and at her, and as the meaning
awned on him, he turned round,
scared look on his face, sat down.

The atmosphere in the compartment was electric, and he began to cry in sympathy with the other small fellow. The second mother thought it was not seemly to have such an uproar with strangers present, and gave each of the boys an orange. She was anxious to avoid a further scene, so she let her small boy play with the orange up and down the carriage as he liked. The first little boy, John, wanted to do it too, and, for the same reason, his mother allowed him to do so. They behaved like wild animals, shrieking and rushing up and down the compartment, climbing on the seat, grovelling on the floor, until they were dirty and worn out, and the other people in the carriage were beginning to look distressed and annoyed.

Then John, following the suggestion of the lady opposite, began to eat his orange, and Frankie followed his example. With sticky juicy hands they scrambled about on the seats,

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and it was with a sense of relief that we reached our destination. We feared, as we arrived on the platform, that there was more slapping in store for both children, interspersed with wild uncontrolled hooligan play, and we pictured the confusion in their minds.

(c) Children from Concentration Camps

Several four-year-old children, who had a few months earlier been rescued from a concentration camp, were still so wild and uncontrolled that they destroyed all the toys that could be broken within the first two days of their coming to a new home. They refused to be separated from one another, and they resisted and resented all grown-up authority. They grabbed and fought for food.

Yet within a few months these same children were able to help themselves from a dish, being careful not to take more than a fair share. They were co-operative and friendly. They still had many difficulties, of course, for they had lost the security that comes from having parents and a home of their own, and they tended either to give themselves too completely in affection to any helper who appealed to them, or to be reserved and self-contained with almost all adults.

A boy of eleven, who had been in a concentration camp, and who had moved time after time from one place to another after his release, showed so little sense of security, so little sense of feeling wanted when he came to a permanent home, that he refused to unpack his slender belongings from their case, saying: "I shall be moving on soon, and they'd better stay where they are."

(d) Problems of Evacuation and Separation

Mollie was evacuated with her mother to Canada during the war, and there she grew very fond of the aunt with

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whom they stayed. When they returned to England, Mollie was six and her mother felt the care of the child to be a bigger nuisance than before they went to Canada, and she grew to show her less and less affection. She was down on her every misdemeanour, unreasonable and unsympathetic.

The child grew nervy and so excitable that at times she had no power of control at all. She said once in a burst of confidence that she wanted to go back to her other mother in Canada.

At last it was decided that she should go to boarding school, and until her mother's feelings could change towards her, this was probably a good decision, though of course the child's power to settle down at school and her happiness during the holidays were still influenced by her mother's attitude.

Many children evacuated to so-called safe areas in this country suffered a great deal. Some felt clearly that they were not wanted in their new homes, some worried about the safety of parents and friends at home, some felt uneasy because of their speech and behaviour that made it difficult for them to fit into the new environment. As a result, many children took to wetting their beds, some grew nervy and excitable. On the other hand, the difficulty for some children came on their return home, for they had become so happily settled with their foster parents that they found it hard to leave.

John, who was eleven when he returned home, suffered in this way. He felt miserable and out of place. He shut himself into his room and refused to talk to anyone. At last, feeling that things couldn't go on like that any longer, the parents made up their minds that they must make the sacrifice, and give him the chance to go back to his foster

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parents if he wanted to do that. When they asked him, he said no, he would stay at home; and to his parents' great joy this free decision on his part helped him gradually to settle down more happily.

Children who had been staying during the war in America or Canada returned home totally different—not only older and bigger, but with experiences of which their parents knew nothing at all, because it had been impossible for them to keep in close touch on account of the great distance separating them from the children.

Homecomings in such cases were bound to bring difficulties for both children and parents. Sometimes the reverberations of those difficulties will be felt for many years. The wisest care on the part of the parents is always needed in the case of long separation from their children.

Many children have been separated from their fathers for long periods, and have found it difficult to accept them when they return. Jack, aged five, told his father that he wished he'd go away, it was nicer at home without him. The father had been trying to get Jack to conform to his stricter ideas of child behaviour, and Jack resented it.

(e) Problems of Overcrowding

A great many people, and not only those in crowded areas, are living in houses and flats and rooms that are too small for their needs. Many, too, are sharing homes with relations and friends and other people. The sharing of homes and the crowding of too many people into houses and flats always makes difficulties for the children. For one thing they must be kept quieter than would otherwise be necessary, for another thing they may do harm to other people's property, and the mother often becomes worried and anxious on this account, and as a result is snappy

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with the children, always pulling them up for something or other.

Jean, aged three, lived in a block of flats where there were no other children, and it seemed to the parents that her every movement was noticed by the other occupants. They therefore kept her as quiet as possible, and made a point of taking her out to a park each day, so that she could work off some of her animal spirits.

Whenever she began to jump or skip or shout or sing in the house, they grew agitated, and at once stopped her, reminding her that she must keep quiet, or else they wouldn't be able to remain there. Though the parents would have preferred to live in other conditions, particularly for the child's sake, they could not find other accommodation, and so the difficult situation remained. It caused them also to decide against having any increase in the family, though they felt that from every other consideration a baby brother or sister would have been a great help to Jean and a joy to them all.

(f) Ronald and his Father's Employment

Ronald of eight showed many signs of nervous tension and anxiety, when the firm where his father worked was threatening to close down. He was irritable and awkward, noisy and jumpy, quite unable to concentrate on his school work. This tension continued for several weeks, until at last the difficulty smoothed out and the firm kept open. I do not know whether Ronald understood in detail about the parents' fears, but it is more likely that he sensed something wrong, and pieced his fears together from snatches of conversation and from signs of worry and fatigue that he noticed.

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QUESTIONS

1. Tell of any child you know who for some reason had lost the security of his parents' affection. What were the effects on the child and how did the situation work out in the end? (*c* and *d*)
2. Is it helpful for a child to feel that his conduct must always depend on some grown-up's sanction? (*a* and *b*)
3. Should grown-up people always insist on the carrying out of orders they have given? (*a* and *b*)
4. How much freedom might children reasonably be allowed in a railway carriage? (*b*)
5. How might unreasoning obedience hinder a child's development? Would it be likely to provide a safeguard in sudden danger? (*a*)
6. Tell of some occasion of which you know when a parent or teacher used corporal punishment (that is whipping, smacking, caning, etc.) in a quite illogical and unreasonable way. Did the punishment cause the child to fit to the grown-up's desire, or did the grown-up forget after the punishment what she had desired of the child? Why do people so often try to soothe and cuddle children whom they have hurt? (*a* and *b*)
7. Tell of some child you know who suffered from evacuation or from a long separation from one or other of his parents or from overcrowding. What form did the difficulty take in this case and how did the situation develop? (*c*, *d*, and *e*)

CHAPTER II

BEHAVIOUR PROBLEMS

IN this chapter we will deal with some of the difficulties which beset the path of the modern parent who has got rid of the old ideas about children, and who no longer considers implicit obedience from the child the test of her success as a parent, but who looks rather for signs of initiative, thoughtfulness, and good fellowship.

In many ways the task of the modern progressive parent is infinitely more difficult than was the parent's task under the older régime, because it involves the necessity of achieving a balance between freedom and authority in the life of the child, whereas in the old days it was only necessary to enforce authority, that is obtain obedience.

It is easier for the progressive parent than for the older type of parent, in that she much more readily obtains the child's co-operation and affection, so that the link binding parent and child is always an important factor in the life of both.

A large number of parents are still trying to obtain occasionally and spasmodically the results of the older régime—obedience, dependence, passivity—by force, by threat, and by punishment, because they feel that this is the only thing to do, but the sense of freedom which is everywhere in the air is making them a little dissatisfied with this method of coercion. Such parents tend to be somewhat irresolute and variable, condoning an act at one time, which they would punish severely at another time.

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The child in such an atmosphere never quite knows what he may and what he may not do, for the freedom, amounting sometimes even to licence, which he is permitted at one moment may be suddenly cut off and unquestioning obedience demanded in its stead.

It is not surprising that this most difficult of all atmospheres is so frequently found in these days, for it is a definite remnant of an earlier attitude which has been disintegrated by the entrance on the scene of a newer attitude. Some irresolute and variable parents *seem* to be progressively minded while others do not, but the difficulty for both types is that they have not achieved confidence in the newer ways of handling children. They have not yet got the essence of freedom in themselves, and therefore cannot possibly give it to others.

There is no doubt that, under the wisest guidance, there arise times in the life of every child when he must bear something unpleasant, or do something he would rather not do, for his own well-being or for the good of those around him. When such times do arise, the grown-up's task is much easier if she has the child's confidence and can obtain his co-operation.

Some modern parents, anxious to avoid occasions of difficulty with their children, seek to turn everything unpleasant into a game, or else try to divert the child's attention while the unpleasant thing is in progress. It is often extremely helpful to tackle a difficulty by turning it into a game, and it is also sometimes necessary, especially in the first two or three years, to divert the child's attention in order that an unpleasant thing may be done without resistance. The former method, that of making a game of the difficulty, is certainly the more helpful to the child, as it induces him to give his co-

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operation, while the method of diverting his attention either entirely removes the difficulty, so far as the child is concerned, or else partially removes it. This is a decided drawback. Children and grown-ups, too, get satisfaction from a difficulty fairly faced and satisfactorily tackled. The healthy human being thoroughly enjoys the feeling of tackling difficulties of increasing intensity, and feels thwarted if every difficulty is whisked away as soon as it looms into sight. Moreover, if this is done, the child is leading a sheltered life quite different from the one he will meet in the outside world.

The child loves to go through with the thing which is in the centre of his consciousness at the moment, and if he is constantly being directed to fresh interests, he gradually loses the power of concentration.

The power of concentration everyone acknowledges to be a very precious quality; but, unfortunately, it is the very quality in the child that sometimes cuts across the grown-up's desires; and the thwarting of the child's desire to finish the thing on which he is engaged causes many a difficulty between child and adult, and hinders the child's adjustment to the grown-up world.

It is helpful for the grown-up to remember in this connection that the child can only move at his own rate; he will move slowly, especially when an activity is unfamiliar, and he may go on doing a thing long after the actual task appears, from the grown-up's point of view, to have been successfully accomplished.

When the child senses the quick veering round of an adult to meet a difficulty and feels that he is being thwarted, his conduct is altered by this intuitive knowledge. The grown-up who quickly veers round and suggests a game or produces a new toy when faced with

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a difficulty, usually does so because she believes she can thus avoid "a scene," or get a difficult task done more quickly and pleasantly. She does not realize that the child would in nine cases out of ten have found no difficulty in doing the thing suggested, if he had not sensed, either on this occasion or on some earlier occasion, that the grown-up *expected* him to raise objections, show reluctance, or make a scene.

A calm confidence, that can wait with perfect poise and assurance for the carrying out of the various routine habits and duties, will go far in the avoidance of difficulties between grown-ups and children. Such a confidence prevents the making of unwise and unhelpful suggestions of difficulty or failure, and gives the child a stable foundation upon which to rest.

This is a very important point. Children are happier in an atmosphere of law and order and stability than in an atmosphere of lawless licence. They feel a sense of lack, and as a compensation often show signs of rigidity and hardness in their dealings with others, when their lives want that stability. Modern parents, anxious to avoid the strict rigid discipline of their own childhood, are in danger of swinging rather far in the opposite direction. They often seek to give the child absolute freedom of choice on occasions when his experience is limited so that he cannot easily make a decision.

Sometimes they so much wish to establish a feeling of comradeship and good fellowship that they treat the child as a grown-up and consult him about everything. They would be wiser to remember that though the child deserves the respect and consideration of an equal, he also needs the sympathetic guidance which an adult alone can give. He cannot take the grown-up's responsibilities

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and he should not take the grown-up's privileges. If everything is familiar and equal between grown-ups and children, there is not the same incentive for the child to grow up and assume gradually grown-up responsibilities and obtain gradually grown-up privileges.

Some parents, remembering how unimportant they always seemed in their own young days, and endeavouring to avoid that danger for their child, tend to run to the opposite extreme of making the whole house revolve round him. It is quite natural and right that parents should feel they want to do the best they can for their child, but if they are to achieve this, they must be willing to consider carefully what is really good for him. It is undoubtedly good for him to have a certain amount of special attention and consideration, but it is also good for him to learn gradually to adjust himself to the grown-up's world. It is therefore important that the little world in which he lives should be orderly and planned to give him opportunity for development, but at the same time it must give opportunity for adjustment and for facing difficulties, so that he will get practice in meeting life as he will find it later on.

It is helpful, whenever possible, to explain simply to a child the reason for any instructions or advice given to him, so that he realizes it is not a capricious desire but an understandable law that he is asked to follow.

When difficulty does arise—and it is bound to arise occasionally, especially perhaps in illness and at other times of strain or overtiredness in child or adult—it is most important that the child does not feel the difficulty to be a conflict of wills between himself and the grown-up. He should be helped to see that he is being asked to adjust to an impersonal law of cause and effect, rather

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than to conform to the will of the grown-up. In order to achieve this result, it is necessary for the grown-up to be very sure that nothing in her own attitude suggests that she is up against the child.

Every effort should be made to meet difficulties in this spirit fairly and squarely. If that is done, the occasional lapses to a less helpful method will do no serious harm to the developing child.

Unless they are helped to avoid it, imaginative children are in danger of living in a world of elaborate ritual, which is wasteful of time and energy in both children and adults. It is usually wise to have as little ritual as possible in the daily routine. This is certainly a help when it is necessary for somebody else to take care of the child for a time. Elaborate ritual is often allowed to develop where the parents are making the child the centre of the home. The feeling that they are the only people who can take proper care of him is increased by their knowledge that nobody else knows the exact procedure for his meals, his bath, his walk.

It is, of course, very difficult for parents to let their children grow up. The baby's ways are so attractive and his dependence is so sweet to them. But no wise parent should hold on to outgrown baby ways or seek to keep the child dependent on her.

Parents sometimes seek to possess their child in an almost literal way, and in this case he may become so closely linked with them that his progress is hampered by their difficulties and problems. He will, moreover, feel unable to make a decision of any kind for himself, but will refer everything to his parents, and will feel that no grown-up, even, can decide a question concerning him, without reference to one or both of his parents.

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There is no doubt that many parents and some teachers are over-anxious about their children—afraid that they will not behave nicely, or will make themselves ill, or will fall down—and by their fears unconsciously bring about in their children the very thing of which they are afraid. If parents and teachers could have more confidence in their children, more confidence in themselves and in their fellow beings, they would no longer expect (consciously or unconsciously) difficulty, illness, or accident, and much unhappiness would thus be avoided.

The following examples from my own experience show something of the difficulty of steering a wise course between the extremes of freedom and authority. The stories contain special reference to the trouble caused by misunderstanding and by unhappy suggestions. They give some indication of how a grown-up's lack of confidence may affect the child under her care, and how both authority and persuasion may become powerless if once the wrong suggestion has been given.

(a) *Marjorie Turns Against Cod-liver Oil*

Marjorie, aged seven, had taken cod-liver oil for years without the least difficulty. Indeed, she had become so fond of it that she always reminded the grown-ups if they seemed the least likely to forget it. One day, suddenly and unexpectedly, this was all changed as a result of Marjorie's overhearing a remark not meant for her ears. Her mother in the next room said to her father, "I can't understand how it is that Marjorie takes cod-liver oil so happily. I couldn't touch a drop of it myself. The smell of it, even, is enough to make me feel quite sick." This remark probably indicated that the mother's faith in cod-liver oil was waning.



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They tried to persuade Marjorie to go on taking the cod-liver oil, and explained to her that though her mother felt like that about it, people vary a great deal. They reminded her that she had until then always been very fond of it. When she tried to take it, however, she showed signs of such repugnance that it was felt wiser to allow her to give up the attempt.

(b) *Joan's Baby Ways*

When Joan was four her mother once said, "I can't bear to think of Joan growing up and losing her fascinating baby ways." The "fascinating baby ways" in question were certain peculiarities of speech, such as the substitution of "sh" for "s," "o" for "u," and the use of "were" for "was"; and certain indications of an affectionate dependence on the mother.

As a child of four, Joan was shy with strangers and people she did not know well, and would run to her mother and hide herself in her skirts. This was one of the baby ways which she found so fascinating. The mother kept up the practice long after Joan might have been expected to outgrow it, by making such remarks as this, "Joan is terribly shy, she always likes to come to me when strangers are present" or "Come to mummy, Joan dear, you are always shy with strangers, and feel happier when mummy is near."

She was always dressed with exactly the same ritual, but the mother did almost the whole of the dressing herself, asking far too little of the child. Joan might have taken an interest in her own dressing, if she had been expected to do gradually a larger part of it herself. But her mother felt that Joan's inability to dress herself proved her still a baby, and wouldn't have had it otherwise for anything.

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When Joan was six, she seemed to take no interest whatever in dressing herself properly, though by that time the mother was busy and did not always find it easy to help her, and would have been glad if she could have left it entirely to her. She would put on her garments inside out or back to front, and didn't a bit like to bother to change them when she was asked to do so.

In fact, at six Joan was still in many ways no more developed than a four-year-old, she was unwilling to make any effort, and seemed to prefer to meet life as a baby, though she was of good average ability. The trouble was due to the parents' treatment rather than to anything in the child herself, and might with thought have been avoided.

(c) *David Scribbles on the New Wall-paper*

David, aged two and a quarter, watched with breathless interest while workmen papered the sitting-room. He had never before seen papering in progress and was evidently rather puzzled by what he saw. From remarks he made to his mother, she gathered that he had thought of the paper as a definite fixed part of the wall, and had not realized how it could be changed.

He looked at the rolls of new plain fawn paper, and said as though it were a great and surprising discovery, "Why, it's paper!" Then he touched the wall where there was no longer any paper on it, and said, "Is this the wall, mummy?"

It was not until later that the full effects of David's interesting discovery were revealed. The first time he was in the room alone after the papering was completed, he scribbled all over the parts he could reach with a bright red crayon, and then called his mother to see how beautiful the new paper looked. She was horrified by

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the discovery and very surprised too, for she knew that he had long ago quite understood that he was not allowed to mark the walls.

When he saw that she was distressed, his pleasure vanished, and he said tearfully, "David only made pretty paper." His mother said, "But you know that you may not write on the walls, don't you?" He said, "David not write on the wall, David writed on the paper. Paper is for writing on, mummy."

The confusion in David's mind was probably partly due to the fact that the new paper had no pattern, whereas the old one had been covered by a tiny speckled design.

It took David's mummy some time to explain to him that writing-paper and wall-paper are two different things.

(d) Margaret's Behaviour during an Illness

Margaret, aged five, had been ill in bed for many weeks. She had grown to expect a great deal of grown-up attention and had been allowed to have almost anything she wished for, and many presents had been given as surprises to help the time to pass. The result was that she was no longer willing to go through the ordinary routine of her daily life unless the grown-ups would turn everything into a game, or do exactly as she ordered. This state of affairs had grown up gradually, partly as a result of the serious illness, and partly as a result of the parents' anxiety for the child's welfare and happiness.

The interesting thing was that Margaret had grown steadily more and more unhappy and bad-tempered. She no longer enjoyed her old toys, as she had done before, and was no longer able to concentrate on her play, but kept changing from one new toy to another, demanding

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almost constant grown-up attention. This was of course partly due to the illness; it was not, however, due to that alone, but partly to the fact that the grown-ups in her environment had taken away all difficulties that had arisen, by turning everything unpleasant into a game, or by giving her a new toy to take her attention from it. They had added to the trouble still further by allowing Margaret to feel that all the grown-ups were there to do her bidding, and could be ordered about just as she desired.

When the parents saw, however, that all this did not make the child happy, but rather the reverse, they decided that it would be wise to go back to their earlier method of treating her. They gradually left her more and more to her own devices, gave her fewer and fewer exciting new toys, and expected her to carry through her ordinary daily routine without fuss, and without unnecessary ritual or promises of future treats.

Happily, she responded to this treatment quite quickly. Her crying and bad temper soon disappeared. The feeling of stability behind her actions, and the need she now recognized for control and adjustment, suited her better and gave her real happiness. The quieter feeling helped, too, in the recovery itself, by bringing a greater vitality and a desire to get back into normal life.

(e) Six-year-old Follows Grown-ups to Tram-stop

Stella, aged six, had a sister of nine called Nora. Stella always wanted to do everything Nora was allowed to do, and sometimes the difference in their ages made this undesirable. On one occasion the children's auntie had come to stay with them, and plans were made for her entertainment. It was decided by mummy and auntie

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that they would spend the day shopping and that Nora should accompany them, if she elected to do so. She gleefully decided to go with them, and was asked not to tell Stella anything about the proposed outing, in case she should want to go too.

When they were ready, they all slipped quietly out of the front door without a word of explanation to Stella who was playing in the garden, and set off for the tram. Almost as soon as they had gone, Stella discovered from the maid what had happened and immediately ran through the garden gate in the direction of the tram, along a road parallel to the one taken by the others, hoping to avoid their notice until the tram-stop was reached.

She ran all the way, and reached the tram-stop just at the same time as the others. She was wearing her playing clothes and had on neither coat nor hat. The mother was very annoyed to see her there, and told her to go back home at once. She refused. Much argument, threat, and persuasion followed, but Stella remained absolutely determined. She cried loudly, in one breath begging to be allowed to come with the others, and in the next announcing her intention of doing so whether they wanted her or not. The scene attracted a great deal of attention, and the mother felt powerless to deal with it satisfactorily.

At last she decided the only thing to do was to go home again. When she arrived there, she gave Stella a severe whipping for following, and as Stella continued to insist that she was going to town too, she was finally washed and dressed in other clothes and allowed to do as she so much desired. Much of the morning had by this time been wasted, and the incident had spoilt the pleasure for everybody.

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If the mother had explained at first to Stella just what her plans were and why she preferred to leave her at home, Stella would have been much more reasonable, particularly if some special arrangement had been made at the same time for her enjoyment, either for that day or for some not too distant date. Under the circumstances, it was no wonder she felt injured and defiant. It would take many happy experiences to wipe away completely the effects of such a happening as that from her mind. She would probably continue to feel a vague distrust of her mother for a very long time.

It is of special interest to note that in this incident the punishment, the threats, the persuasions, did not have the desired effect—the child went to town, it was she who scored the victory. This is a very usual conclusion when occasions of difficulty arise, and should be specially guarded against, for it is unsatisfactory from every point of view.

(f) Five-year-old Twins under Grandmother's Care

John and Peter were twins of five years who had been the centre all through their lives of the most careful scientific treatment. Their parents had considered the questions of suitable food, rest, occupation, and had consistently tried to supply the right conditions for their healthy development. They had been conscious of the need for much time in the open air. They had helped the children to concentrate on their play, by avoiding every unnecessary interruption and by helping them to plan out their time. The twins were contented, happy little fellows, and would play together for hours without any grown-up attention.

John and Peter had never been under the care of anybody but their parents, when sudden illness in the mother

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made it necessary for her to undergo a serious operation, and both parents were very concerned to think how it would affect John and Peter. They decided to invite the twins' grandmother to come over and take charge of them until the mother was well again.

It happened that the grandmother was very fond of children and had an intuitive wisdom in dealing with them, though she was not familiar with the details of modern thought and practice in regard to children. The parents were afraid that her coming might interfere with the twins' daily routine. However, there seemed no other way of getting through the difficulty, so grandma was duly installed.

In order to avoid serious mistakes, the parents explained every detail of the daily happenings to grandma before the mother went away, and after she had gone the father watched carefully during the times when he was at home for signs of unwise treatment, and pointed out to grandma every alteration or "mistake" which he discovered, and the mother sent special reminders almost every day about the various details of the twins' routine. This had the effect of making small things seem very important, and, what was more serious, it gave grandma a feeling of inferiority and lack of confidence to know that they thought she was making so many mistakes, undermining the confidence that came to her through the intuitive wisdom and understanding of her general attitude to the children.

John and Peter soon discovered that their father was looking out for any changes in the daily routine, and began to tell him of slight differences they had noticed. When these were treated seriously, and grandma was asked to do things in the old way, they grew still more

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bold and asked for many new privileges. If these were withheld they complained to their father, who was concerned to see that the children were no longer happy as before, and so tried to arrange for the requests to be granted in future, hoping by that means to re-establish their sense of well-being and joy.

The result was that John and Peter were thus able to twist their grandma in any way they liked. Their version of any event was taken by the father to be the whole truth without any reference to the grandmother, while her natural love of children and her special gift in dealing with them could not, in such an unnatural atmosphere, be of full use to her.

In spite of all the difficulties in the grandma's path, however, the twins grew very fond of her, and at the signs of their affection for her and hers for them the father was quite jealous. As soon as the mother returned home, she sought to get everything back again into her own hands, and desired that all decisions concerning the twins' welfare should be referred to her. By this means she hoped to re-establish the children's happiness, but she failed utterly, because it was still the grandma who actually had the carrying out of these directions, and the parents' lack of confidence in her had crippled her power with the children so that they continued at times to be unreasonable and difficult—not only with her as at first, but with both father and mother.

The mother had a relapse, due largely to worrying about the twins, and the doctor decreed that she must leave them entirely in the grandma's hands. As the father was very anxious about the mother, and happened at that time often to be kept late at business, he no longer had time or energy to watch over John and Peter as

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he had done before. The removal of the pressure in this way restored grandma's confidence in her power to handle children wisely, while the fact that John and Peter could no longer refer questions to their parents, but had to let her make decisions, gave them back again the feeling of resting on grown-up security and stability, which for so long they had found missing. The children became light-hearted and reasonable once more, to the great joy of all concerned.

(g) Jean's Behaviour with Visitors

Jean, aged five, lived a very quiet life in the country. Her parents tried hard to show her off when visitors were present, but without success. The extra attention would sometimes make her excited and uncontrolled, while at other times she would be bored by the interruption of her play, and would speak in an unkind way to the visitors.

The parents had not enough confidence in Jean to expect her to behave sensibly, nor enough confidence in the visitors to expect that they would understand if Jean's conduct was childlike. The result was an unnatural pressure on the child and on the visitors, who felt that they must establish a friendly relationship very quickly, instead of waiting for a natural intimacy to arise gradually.

One day an auntie came to stay at Jean's house for a few days. Jean was wild with excitement, stimulated by her parents' evident desire that she should be very friendly with the unknown auntie.

At first all went well, but on the second day the novelty of the auntie's coming had worn off. Jean had become a little bored by comparisons which the auntie had made

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repeatedly between Jean and another of her nieces, comparisons of height, of ability, of privileges allowed, etc., and Jean found the interruption of listening rather trying.

At last the auntie, seeing that Jean's attention was directed to the painting she was doing, asked if she meant to paint the gate blue, and if she didn't think green was a better colour than brown for leaves. Jean replied hotly, "I'm doing this painting, you're not. Why do you spoil all my fun by telling me what to do?"

Jean was asked to say something kind to the auntie to make up for her hurtful words, but she refused. She continued to affirm, "Well, she *was* spoiling my game."

The parents did not quite realize the effect of their pressure and were shocked by Jean's behaviour, which was in reality due to over-stimulation by them and by the auntie. A happy response from a child can only be obtained slowly, and must come naturally and of its own accord. The visiting grown-up should be careful not to push herself upon the child, and should wait for an invitation to offer advice or criticism if she would win the child's affection.

On the other hand, the parent should be careful not to suggest shyness or difficulty in meeting strangers, especially to the diffident child, or she may cause the very thing she would wish to avoid.

(h) Two-year-old Sings during Conversation about Himself

Ronald, aged two, had a very strong objection to being talked about when he was present. His parents had realized the need of being careful to avoid it with the older children, but they had not realized at first that he was yet old enough to mind it, and had continued to tell of his

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doings in his presence, until they noticed that he looked unhappy at such times and hid his face from view.

Afterwards they tried to be very careful, but it was difficult for them to break the habit. One day Ronald's mother, without thinking what she was doing, repeated one of his amusing sayings to visitors, and Ronald began to sing in a loud voice, as though he would drown the effect of her words, or take her attention from the tale she was telling.

Grown-ups used to think there was no reason why they should not speak of children in their presence, and frequently did so.

Recently, through observing the behaviour of children at such times, the grown-up has come to see how very harmful the effects may be. Some children become self-conscious and awkward during the narration of one of their escapades or the repetition of one of their remarks, while others become elated and excited and try to show off.

Many behaviour problems arise from one type of reaction or the other, and wise parents and teachers have learnt that they should never speak of a child in that way in his presence.

This bad habit often begins while the child is still quite a tiny baby, when it is believed he will not understand what is said, but babies quite early show signs of recognizing that they are being discussed, and long before they can talk often look most uncomfortable and self-conscious.

QUESTIONS

1. How may the giving of unhelpful suggestions to children be avoided? (*a, b, f, g*)
2. How may parents help their children to grow up? (*b*)

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- 3 Why is punishment in the case of a misunderstanding particularly unhelpful? (c)
- 4 What special precautions are necessary if a child is to be kept happy during an illness? (d)
- 5 Why is it better to explain to a child something of proposed plans which are likely to concern him, rather than to let him find out accidentally? (e)
- 6 When it is necessary for someone else to undertake the care of a child in the place of the parents, how may they best help her to do it satisfactorily? (f)
- 7 What special problems may arise when visitors are present? How may these best be avoided? (g)

CHAPTER III

FAMILY RELATIONSHIPS

ONE of the most important things in the life of every child is his attitude to other human beings. He may have proper care, beautiful toys, fresh air, suitable food, rest, everything in fact for his healthy development, and yet there may be something causing unhappiness in his relationship with the adults or with the other children in his home or school, and this unhappiness may be hindering his development, setting up behaviour problems and warping his personality.

It is often most difficult to detect the exact nature of the trouble, even when it is realized that a child is unhappily set towards certain of the people in his environment; he rarely knows the real reason for his behaviour himself, for its cause is often already hidden in the past, and cannot easily be traced.

Every home and school has its own special problems in the matter of personality adjustment. It may be helpful to point out a few of the most typical causes of trouble in the life of the child, because the grown-up who knows where danger may lie can often prevent a difficulty from developing.

One of the most serious of all problems arises from disparity of intellectual endowment. The dull child tends to feel inferior, incapable, discouraged unwanted amongst his cleverer brothers and sisters or class mates, while the child with ability is in danger of becoming impatient of slowness, and slightly superior in his attitude. Probably the best way to treat both aspects of this difficulty is to avoid competition and comparison between the two so

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widely differing types. It is wise to encourage each child to progress at his own rate and to aim at surpassing his own earlier efforts.

The dull child is greatly helped in all his work, if the parent or teacher can find some line in which he excels or in which he attains a normal standard easily. This is a great encouragement to him. It is difficult in the case of some dull children to find *any* line which is up to standard, but such children are often abnormally painstaking and are frequently happiest in a routine job. They generally enjoy simple handwork and may do it very well.

The quick child really deserves more sympathy than he usually gets. He finds it extraordinarily difficult to wait for the slower child. He is repeatedly annoyed and bored by the repetition of instructions or explanations, which he easily understood and is longing to carry out. He finds it equally trying, too, to wait for the slow child's answers in class, and frequently engages in some other and undesirable occupation. He should be encouraged to do the things which do not come particularly easily to him, so that he may develop his whole personality and become more sympathetic and patient. The modern activity methods in school certainly suit both the particularly quick and the particularly dull child very well.

It sometimes happens that one child in a family feels inferior or discouraged, even when he is quite clever. In this case it is usually because he is very different from the other members of his family. He may have totally different likes and dislikes. He may be clever at mathematics when the rest of the family are all specially good at music. He may be an artist when his parents would have liked him to follow the family tradition of being an engineer. Whenever a child differs in this way from his

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brothers and sisters, or shows interest in a type of work which is far from the one the parents would have chosen for him, it is necessary to be particularly careful to avoid a feeling of inferiority from arising in the child. It is most dangerous in either case to thwart the child's natural tendencies. For his healthy development, it is more than ever important to see that he has the means of excelling along a line where his ability lies.

It is difficult for parents who have a child whose bent is different from the one they would have expected or desired to adjust their minds to the disappointment, but until they are able to do so their child is likely to feel diffident and uneasy about his place in the family. Parents should try to avoid forming any preconceived idea that their child will take up the occupation in which his father or uncle or other relative excelled, but should be willing to wait for the impulse from within the child himself to show where his special interests and aptitudes lie.

There are sometimes in a child's adjustment difficulties other than those arising from his intellectual endowment. The circumstances surrounding the child's place in the family may be a source of trouble for him, and may give rise to unfortunate behaviour, unless care is taken to avoid it. It is not always easy, for instance, for an only child to become one of a group, and to share with others. Whereas, on the contrary, in a large family it is difficult to arrange for privacy and quiet for each of the children. It sometimes happens that older ones are asked to give in to the little ones, or are expected to spend much of their time in taking care of them. This is often unsatisfactory for both older and younger children. The older ones tend to feel the strain of the responsibility of looking after their younger brothers or sisters, while the little ones dislike the

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domination and interference of older brothers and sisters, and sometimes get quite out of hand as a result.

The only child is always in danger of being spoilt, for it is difficult to avoid making him the centre of grown-up attention. It helps him considerably to find his place with other children if he is allowed to mix as much as possible with any little friends he may have. It is also helpful to expect him to play a good deal alone, and it is particularly necessary in the case of an only child to see that routine habits are not made the centre of exciting drama, but are treated in a very matter-of-fact way, or they tend to take too big a place.

However much is done to give the only child the companionship of other children, there must necessarily be a real difficulty in the way of his harmonious adjustment to the claims of the outside world, since in the intimacy of the home circle he is the only child, and has no other child to share the parents' affection or to take part in the ordinary happenings of everyday life. This is a lack which cannot be avoided. The only child therefore needs special help in order that he shall grow up well-balanced and happily set towards his fellows in the larger world outside his home circle.

The life of the eldest child is in many ways more difficult than that of the only child, for during the first year or two of his life, may be even for longer still, he is an only child, then suddenly all this is changed, and he finds that his place as the centre of interest and attention has been usurped by another, to whom he, too, is expected to pay homage. This is a hard time for a child, and every care should be taken to prepare him for the coming of the little one. The parents should be sure to help the older child to feel that he is just as precious, just as dear to them,

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as in the days before the baby arrived, and should let him take some little part in the family's new responsibility, so that he feels he has a special place to fill since the coming of the baby.

The youngest child, too, sometimes has a specially difficult place in the family, because he remains the baby and is often expected to behave in a babyish way; there are therefore obstacles in the way of his growing up. The parents should endeavour in the case of the youngest child to find opportunities for him to assume responsibility. They should help him in every way in their power to lose his dependence on them and to grow out of his babyish ways. All the other children in the family find it easier to grow up than does the youngest one, hence the need for this special help. It is necessary, too, for his healthy development that the older children should not be continually expected to give in to him, or to give up their toys to him, because he is the smallest. It is important that he should learn the lesson of give and take.

In the family of two children, it is obvious that very special care is needed, because here may be found in an extreme form the problems of the eldest and the youngest. The elder child in every family of two has to give up his place in the family to the younger, who remains the centre of interest, and is therefore in danger of being spoilt and babyish. In such a family jealousy and quarrelling are often present between the children, if the parents have not understood the nature of the difficulties likely to arise.

In a large family it is not only the eldest and the youngest child who may be reacting unhappily in their home circle. Any child may, for one reason or another, be unhappily set in this way. A child who is about the middle one of a large family may be too small to join with the older

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ones and to share in their responsibilities and privileges, but on the other hand he may be too old to enjoy the games of the little ones. Such a child may have real difficulty in avoiding a feeling of resentment, especially if for some other reason, too, he feels different from the rest of his family.

When the children of a large family "pair off" for most of their activities, it sometimes happens that one of the number is left out and becomes an odd one, somewhat unhappily set towards all the others, probably nursing a grudge against them because he feels he is not wanted. Whenever there seems a danger of such a happening, the parents should help the child to find a friend of his own outside the family, and should see that the feeling of being out of things is not fostered by anything in their own attitude. They should try in fact to show him, whenever they can, how precious he is to them.

There are difficulties in dealing with children, when there are other grown-ups as well as the parents in the home. The child finds himself being asked to conform to the desires of a number of people, and may become awkward and resistant. This can often be avoided if the grown-ups will work together, and will not ask the child to conform to their desires but to the laws of give and take, cause and effect, which govern all harmonious living. When there are differences in outlook and temperament between the grown-ups, it is particularly important for them to try to reach some common understanding with regard to their demands on the children.

Any disharmony between the parents is likely to cause unhappiness in the child's relationships, for the child tends to take the part of one of the parents and to feel resentment towards the other. This resentment may extend to

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other grown-ups in the child's environment, or may show itself in resistance to all authority.

Whenever the child has lost a parent, or has had some other particularly unhappy experience, care is needed to help him to regain a feeling of stability and harmony.

It is helpful to remember that many children grow up quite happily in homes where the parents take no special trouble to see that each child is happily adjusted, but it is nevertheless a great advantage, whenever there is unhappiness, for the parent and teacher to have some understanding of the possible causes. Moreover, this knowledge may go far towards preventing difficulties from arising.

It is very important to the child's whole development that his family relationships shall be well adjusted, for the reverberations of any unhappiness will be felt in all kinds of different and seemingly unrelated quarters. His lack of adjustment with the members of his family circle may show itself for example in school in a dislike of some special subject; in aggressive behaviour, resistance to authority, bad temper; in feelings of inferiority, lethargy, jealousy, hate; or in less clearly defined ways.

It is undoubtedly true to say in any given case that unhappy reactions may not have been caused by anything wrong in the child's family relationships, but by the child's poor health or his lack of ability, or by unsympathetic teaching or undue repression or something else. Nevertheless it is wise to look very carefully in the child's home circle for the causes of difficulty, whenever no other satisfactory explanation is readily forthcoming. It is in this connection that co-operation between home and school is so urgently needed.

The following anecdotes, which have come within my

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own experience, may serve to illustrate the importance of family relationships in the life of the child.

(a) Estrangement between Two Brothers

John was four, the centre of interest to his parents, the adored and only grandson, the petted nephew of a crowd of aunties and uncles, when a baby boy arrived on the scene. From that moment all the interest, all the enthusiasm, all the affection, seemed to John to be given to the baby. He hated the baby and often tried to hurt him, whereupon he was called "naughty," "spiteful," or "horrid," and punished accordingly. John's dislike of the baby grew more and more intense, as he gradually took over his toys, his cot, and finally his bedroom even. John was always expected to let the baby choose, to give him anything he wanted, however precious, to allow him to bite, kick, or pinch, without retaliating. It was therefore no wonder that as the two boys grew older, they found one another's company uncongenial. Each left the other alone as far as possible, and their mutual dislike was plain to see. When they had once left home, they drifted so far apart that for years after they were grown-up they never saw each other or communicated in any way. This state of disharmony might have continued indefinitely, had it not happened that both men were involved in a motor accident. They escaped miraculously with their lives, and the shock of meeting in such circumstances broke down the barrier between them; from that time they became quite friendly.

(b) Lonely Child in Family of Five

Wilfrid was the third child in a family of five; there were two older brothers and two younger sisters. The two eldest children had already become attached to one

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another when Wilfrid was born. They were seven and five years old respectively at the time of his birth, and they went to school together. The baby Wilfrid never took much part in their play, for they always seemed to avoid his company.

When Wilfrid was only a year and a half, the first little baby girl was born. The parents had always longed for a girl, and had been more disappointed than ever that Wilfrid was not the long-desired daughter.

It therefore happened that the arrival of the baby girl gave great joy. She was welcomed almost equally warmly by her grandparents, who had no other granddaughter, and she became thoroughly spoilt, while the little Wilfrid, still only a baby, was deprived of the care and affection which might in other circumstances have come to him.

He grew up a self-contained, shy, thoughtful child. By the time he was four, another baby girl was born, and he was sent to a private school near his home.

The two little girls thus spent all their time together, and he saw very little of them or of the two older children.

As Wilfrid grew older, his sense of isolation increased. He thought himself inferior, unwanted, and different from everybody else. He had different tastes in food and in reading, different interests. His dislike of meat was made much of, and his parents tried without success to cause him to eat it. His school work was good, but he took very little interest in the other children, and felt just as isolated and peculiar at school as he did at home.

Thrown on his own resources, Wilfrid thought out many things for himself, and arrived at conclusions more deep and fundamental than anything accepted by those in his home or school circles, where the outlook was narrow, rigid, and orthodox.

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It was not until he became a man and was thrown into company with others holding views similar to his own, that he gradually became able to share anything of his deeper feelings and experiences. All through his life he had suffered much unhappiness on account of imagined slights and imagined inferiority, which might have been avoided if somebody in his home or school could have seen what was happening, and given him a little help at the time when the anti-social attitude was first showing itself.

(c) Stammering in Idolized Only Son

Ronald was an only child, idolized by his mother, ignored by his father, who thought him a failure because he was not of the intellectual type, but was instead highly sensitive and artistic. His mother waited on him hand and foot, watched his every movement, longed day and night for his happiness and success.

Ronald was weighed down and strained by his mother's concentration upon him. He was dreamy and lethargic, and always gave in just before the point when he might have achieved success. As we have seen, he was not particularly good on scholastic lines, but his mother, desiring the father's approval of the boy, which she knew could only be given for scholastic success, urged him on and on to further effort in this direction, and discouraged his activities along the lines of art and music, where he had distinct ability.

At the time when Ronald was seven and went into the upper school, he began to stammer, and this defect was a source of very real suffering to him. His mother was troubled about it, too, but for a very long time was unwilling to speak of it, or acknowledge to others its existence.

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At last when Ronald was sixteen and was being pressed unwillingly into work in his father's office, the stammering grew so bad that the mother asked a teacher of speech training for advice on the matter.

The teacher soon discovered that the trouble was diffidence and strain, and she tried to show the boy that his power to speak fluently was not impaired in any way by defective speech organs, but was merely waiting until he could get rid of the feeling of strain and effort now associated in his mind with his attempts at speech.

She let the boy spend part of each lesson lying down, and endeavoured to help him to acquire the art of relaxing. Ronald had for so long lived in an atmosphere of effort and strain that he could not readily relax. His attempts were for a long time very strenuous, but at last he realized what was needed, and from then the stammering began to improve.

Soon after this, it happened that his mother discovered that part of each lesson was spent in lying down, and she felt it was a waste of time and money to allow the lessons to continue longer.

The boy was terribly distressed at her decision, for he felt he had found a sympathetic friend and was making progress in the curing of the stammering. He begged the teacher to see his mother and explain to her about the need for lying down and relaxing. She did so, but the mother was evidently convinced of the reasonableness of her decision, and the lessons were dropped.

The boy left his father's office within a year, a nervous wreck. After this he dragged along for many months, then his mother was advised to take him to see a psychiatrist (a medical psychologist), who recommended that he should be allowed to follow his great desire and go to the school

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of art for training. This was finally arranged, and the boy soon showed that he had real ability in that direction. The release of the tension caused his stammering to improve, and he began again to do the exercises in relaxation suggested by the beloved teacher, with the result that within a few months the stammering ceased altogether, except when he was speaking to his father, of whom he was still afraid, and at other times of nervous tension.

(d) Eldest Child Gives Up Everything to Her Family

Mary was the eldest child of a family of six. She had a great deal of responsibility in caring for her five brothers and sisters, for her mother was delicate, and there was financial strain so that no satisfactory help could be provided. Mary was clever at school and took a scholarship to a secondary school. From there she went on to a training college and was trained for the teaching profession. During these years she continued to help with the work of the house, and, as well, did all the preparation set in connection with her studies most conscientiously. She gave the help to her mother very willingly, but felt nevertheless something of a martyr, for she was deprived by reason of it of many of the activities of the other students. She grew somewhat hard and bitter. She was not able to dress as well as the other girls, and this added to her feeling of bitterness.

During her last year at college her father died, and money was still more of a problem for the family. The next year Mary got a post as teacher, and from that time her salary became a great help to the family's resources. She gave up every penny that she could possibly spare of her earnings, during all the years, until her brothers and sisters were grown-up. She gave up also the thought of

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marriage in order that she might be able to continue to help the family. Three suitors came to her and each was summarily rejected. By the time she was thirty, she was suffering from severe neurosis and was a hard and bitter woman, a confirmed spinster, with very little joy in life.

If the mother or someone else could have helped Mary to free herself gradually from the crushing weight of the responsibility, and could have induced the rest of the family to take on their fair share of it, as they grew old enough to do so, this trouble might have been avoided.

(e) Difficulties of an Illegitimate Child

Betty lived in a very poor home and never knew her real parents. She gathered from her foster-mother that her father was a doctor and her mother a servant, but she never felt sure that this information was correct. She had lived with her foster-parents as long as she could remember, and had been treated as one of the family by the other children, who were all younger than she was. She was evidently an illegitimate child, but whether or not she was a relative of the foster-parents she never knew.

Very early in her life she became conscious of a deep repugnance for the conditions in which she found herself. She seemed to have an innate sense of refinement and love of books, which certainly did not come from her environment. She was considered over-particular about cleanliness and food, aloof and proud, by the rest of the family. The sordid conditions seemed to her not to yield at all to her efforts, and she came to dislike domestic work and took no interest at all in doing it as well as she could. Her foster-sisters felt that she did not do her fair share of the housework, and her love of books was so far removed from their own interests as to seem to them almost idiotic. They

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mocked at her efforts to speak more correctly than the rest of the people who lived in the dingy street, and thought her scrupulous care about her appearance and bearing most absurd.

The result was that Betty grew up with a grudge against the world, and with a sense of dual personality, part of her seeming to belong to the dingy home from which she had come, and part of her always seeming totally alien to such a life.

Her difficulties of adjustment interfered with her progress at school. The claims of her family upon her, and their daily taunts, constantly dragged her back again to the unhappy consciousness that her origin was unknown to her, but was in any case not the kind of which she could be proud.

She became very anti-social in her attitude, and was frequently in trouble at school for taking money, pencils, jewellery, etc., from the other children. Amongst the staff of the school which Betty attended was a very sympathetic understanding woman, who became very fond of Betty, and realized there must be some special difficulty in the way of her satisfactory development. She took Betty to her home and gradually learnt the story of her unhappiness, and of her great desire to be refined and educated.

When Betty left school at fourteen, this woman was instrumental in finding her a post as assistant in a little book shop. She became a firm friend to the girl, and helped her to achieve a more harmonious attitude to her fellow beings. Betty settled down very happily in the new work, and took the opportunity of reading everything that came her way. The confidence that came of her successful achievement gave her fresh courage to meet the gibes of

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the family, and indeed they came to respect her increasingly on account of her success.

After three years Betty obtained a post in a bigger book shop, and took the opportunity afforded by the increase in her salary to get away from the neighbourhood which she disliked so much.

QUESTIONS

1. Have you known any instance of unhappy adjustment in an only child or in the youngest or oldest child of a family? If so, what form did it take? (*c* and *d*)
2. Have you known any lonely or specially unhappy child in a large family? If so, do you know how the unhappiness arose? (*b*)
3. How may a child best be prepared for the coming of a new baby? Why is it unwise for the parents to decide beforehand very definitely which sex they prefer? (*b*)
4. How may a child be helped to feel sympathetically towards both parents when there is disharmony between them? Why is it impossible to keep a child in total ignorance of the trouble?
5. Is it wise to tell foster-children or adopted children anything of their parentage? (*e*)
6. Tell of any difficulty in a family of which you know, caused by a marked difference in the interests or abilities of the children. Did the children all manage to find a satisfactory development? If so, how was this achieved? If not, how do you think they might have found such adjustment? (*e*)

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7. Tell of any case of stammering of which you know. When did it start? What seemed to be the cause of it? In what circumstances did the speech tend to be easier, and in what circumstances did it tend to be more difficult? Has the stammer passed away now, or does it still cause difficulty? (c)

CHAPTER IV

THE CHILD'S NEED FOR ACTIVITY AND FOR REST

THERE can be little doubt that every instinctive tendency found in the young child fulfils some special need, and is of the greatest importance in shaping his development. Moreover, the thwarting of such a tendency is likely to injure the growing organism, not only physically but also psychologically and spiritually. If we think for a moment, we shall be bound to admit that the desire for activity is found in all healthy children. This desire has always been a source of difficulty and often of annoyance to grown-up people, but once they have admitted that it is necessary to development, they dare not any longer shake their heads anxiously at some sign of activity in a child, thinking it a proof of original sin, but must rather seek to co-operate in making his activity of the greatest possible help to him.

The child's need for rest is quite as important as his need for activity, and everyone undertaking the care of a child should make great effort to send him early to bed, and should provide, in addition, during his early years, the opportunity for a quiet sleep or rest in the daytime. Many mothers find real difficulty in getting their children to bed in good time. Sometimes this is because they did not at first realize the importance of doing so and bad habits were formed. In other cases, it is because the child finds life so attractive that he cannot bear to go to bed for fear of missing something. Such a child is helped if going to bed can be made more attractive than staying up.

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A few children are sleepy in the morning, and only wake up fully in the evening, but these children are usually not very healthy, and they should be helped, by being sent earlier to bed, to find greater vitality. A diet containing a great deal of fruit and vegetables and raw salad (see Chapter 6) will often help these children to gain a clearer healthier bloodstream, and will bring a consequent increase in vitality and sparkle. They should be given no food at all between meals and should have only three meals a day.

Whatever is the cause of the child's going late to bed, once it has become a habit, no better advice could be found than that given by a doctor in a Welfare Centre to a mother who said that her little boy of two would not go to bed early. It was this: "Put him to bed each day five minutes earlier than the day before, till you get him to bed at six o'clock. He won't make a fuss if you gradually make his bedtime earlier in that way."

Concentration of purpose is needed by all mothers who undertake to follow this advice, but it is worth a great deal of effort to secure an early bedtime for every child.

Some children take a very long time to settle off to sleep and do not find it easy to lie quietly, either in the daytime or when they have been put to bed for the night.

Children are very suggestible, so that if the mother has doubts in her own mind about the little one's settling down quickly, or if she has definitely come to expect that he will make a fuss or will get excited or restless, he will surely do so. The people who can maintain a calm confidence in the child's power to lie quietly, and who can bear signs of restlessness with emotional unconcern, still believing that he will soon learn how to settle down quietly and quickly,

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are the ones who can best help him to assume a restful attitude and go quickly to sleep.

The mother who is anxious to help her child in this way should prepare beforehand for bedtime, and for the daytime sleep, by suggesting, for the time immediately preceding, some occupation which she has found conducive to sleep. Some mothers will choose a quiet occupation and others will find that a romp best brings sleep.

It is helpful to give the child warning in a quiet, matter-of-fact voice that it will be bedtime in a few minutes, so that he has plenty of time to prepare for his approaching departure. She should greet any objections he may make without entreaties or bribery, but should try to make his going enjoyable by some little game during the preparation, and should leave him as soon as he is in bed *with all his reasonable wants forestalled*. Many children get into the way of calling for something or other, and the mother often spends a good part of her evening in running up and down stairs and in helping the little one to go to sleep. It is very difficult to refuse to answer a child's call, or to refuse to see why he is crying, but until the grown-up can bring herself to leave him, he will surely continue this form of seeking attention. When she has succeeded in leaving him *once*, her confidence will begin to establish itself and the child's sense of power over her will begin to dwindle, but she will need to plan in the same careful way and maintain the same attitude of emotional unconcern, until the habit of settling at once is fully established; one lapse will considerably delay the final success.

Even when the child is getting the right amount of sleep, the whole problem of his need for rest has not yet been tackled. There still remains his need for periods of quiet,

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restful activity. It is a mistake to assume that a child's activity should *always* involve movement, noise, or mental effort, and it is very unwise to stimulate him over-much by notice or suggestion. He should be left quite alone to play as he chooses for long periods at a time.

It is necessary to emphasize the need for quiet activity, because it is, I think, a need the importance of which tends sometimes to be underrated in these days of rush and bustle. But every kind of activity has its own special value and none must be overlooked. There must be times when the child can skip, run, climb, balance, thus gaining control of the large muscles of his body; other times when he will be encouraged to reason, dramatize, listen to music, sing, read, paint, or draw. He will become increasingly independent of grown up aid, will learn to wash, dress, and feed himself, and to put away his toys. The grown-up plays an essential part in all this. She must see that the child has opportunities for every kind of activity—physical, mental, and spiritual—in order that he may develop his whole personality. More than this, she must follow the child's development, so that she knows what kind of occupation to suggest at every stage, and what the child could reasonably be expected to achieve at successive ages. Still further, she must see that he has some opportunity for purposeful activity, so that he feels of use in his little world. He may be allowed to help in laying the table and in clearing away the dishes, in washing up or in carrying messages.

This sounds much more difficult than it is in practice, because it is not necessary to supply opportunities for every kind of activity on any one day, and also the child's own particular needs and suggestions often show what is the wisest kind of activity to advise.

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Some Suggestions with Regard to Choice of Games, Toys, and Occupations

1. It is often wise to follow a noisy game by a quiet one.
2. An occupation requiring much movement should generally be followed by one requiring either less movement or movement of a different kind.
3. It is always wise to give time to put away one thing before suggesting another.
4. The child's equipment should contain toys with which he can do things.

A detailed study is made in the following chapter of the value of different types of games, toys, and occupations.

There remains one further consideration in dealing with the question of activity, and that is the child's need for the companionship of other children. For some parents it is more difficult to arrange for group play than for individual occupation, but in any case, it is important to understand the value of companionship, so that the wisest use may be made of the opportunities for play with others which do present themselves.

The child learns through such play to share, to take his turn, to merge himself into the group, to measure himself by his peers, and to see the value of united effort. And what is perhaps even more important, the game becomes for him more vital, more exciting, more joyous, through the companionship of others.

A few references to the actual reactions of children I have known may throw light on the problems of activity and of rest, and show the interaction of one on the other.

(a) Baby of Eighteen Months in Hospital

This first story shows the need for care in recognizing

signs of fatigue, and in avoiding intense excitement, especially in a delicate child or after illness.

Ronald, a small fellow of eighteen months, was in the children's ward in a hospital in one of our large towns, suffering from malnutrition and wasting. For many weeks he was violently sick after every kind of food and lay listless and miserable, taking no notice of anybody or anything.

Happily, at last, he began to improve, and presently he would sit up in his cot and play with the various toys which were given to him, and call cheerily to any passing nurse. As he grew stronger, he began to stand up in his cot, holding on to the sides. Ronald had not yet learnt to walk, and his attempts to stand and then to walk in his cot were watched with keen interest. At last came the great day when he was allowed to walk round the ward, holding on to the little tables and chairs, guided in his unsteady movements by one of the nurses. This was a very exciting adventure, and at the time no one realized just what it meant to Ronald. Every now and again he stopped, as though in wonder at himself, and gave a merry peal of laughter. Several of the nurses stood for a moment to watch his efforts and to encourage him, and to catch the joy of his infectious gurgles of delight. Everyone had forgotten his old symptoms. Imagine their disappointment that night when, as a result of the excitement and unfamiliar effort, the sickness returned, he lay awake and his temperature again went up. Fortunately, the set-back was only temporary, but his further adventures in the art of walking had to be very carefully planned, and could only last at first a very short time.

As he grew more active, he developed the habit of throwing his toys on to the floor as far away as he could,

and then shouting and gesticulating till somebody would give them back to him. Sometimes nobody noticed at first, and when he got tired of waiting, he would devote himself to the unmaking of his bed and would try to take the pillow out of its case. He was never quite so successful in his efforts to do things as on the day of an inspection of the hospital by the Board of Governors. The visitors were due to arrive at 3 p.m., and at one minute to three all the children were dressed in their best, the ward was tidy, and the breathless nurses heaved sighs of relief at their successful achievement. The door opened, and as one of the nurses went forward to welcome the visitors, she turned to see Ronald entirely naked, his clothes thrown in every direction and his pillow already nearly out of its case. In the excitement he had been left without any toys, and as his best clothes were large, new, and loosely knitted, somehow he had managed to get them all off. The successful achievement seemed to have given him new strength, and his whole bed might have been stripped within a few moments, if the nurse had not arrived in the nick of time.

(b) Four-year-old Boy at Home

In the following study we see the problem of knowing just when to help a child and how much help to give.

Bernard, aged four, had to play all day alone, because his sister, aged six, was at school. He would play with his bricks and trains, or with his picture-books, or would dig in the sand-pit, or weigh stones and then put them into bags, or he would blow bubbles quite happily. But when he chose some occupation where his childish lack of skill was revealed, such as the making of paper chains, or the nailing together of pieces of wood, a favourite occupation, he nearly always reached a point when he became dis-

couraged, because it would not go the way he wanted it to go, and would cry with impatience and annoyance. He seemed to lack the endurance to go through with a thing whenever a difficulty arose. In making a paper chain, perhaps he would have covered his hands and paper so thickly with paste that he could not get on, and at other times he would have cut his pieces of paper too short to reach round, or too thick to go through the last loop, but would use them just as though they were perfectly all right. The result would be that there was no proper loop for the next piece of paper to go through, but he would try to push the paper through, and then when he failed would begin to cry and would often angrily tear up all that he had done and throw it on the floor.

If the mother happened to notice him when he got to the difficult place and helped him through it, by clearing away the superfluous paste from his hands and giving him fresh paper, or by taking out the last one or two links of the chain and starting him off again with paper cut to the right size, he would then go on quite happily. The mother knew that it was very bad for him to get so angry and discouraged as to tear up all his work, especially as such experiences would often cause him to be unwilling to try the same occupation again for some time, but she felt hampered because she did not know what children of his age might reasonably be expected to achieve, nor whether such disappointments and discouragements were inevitable in childhood.

Even if she had had the experience of studying the development of many four-year-old children, she would not necessarily have known what Bernard could reasonably be expected to achieve, as that would inevitably depend on Bernard's own powers and his own special difficulties.

She might form a very good idea of what he might reasonably be expected to achieve on any given occasion by comparing this with earlier efforts. She was, of course, quite right in feeling that his anger and disappointment were not helpful to him. She touched a fundamental truth, too, when she questioned whether a certain amount of disappointment is not inevitable in childhood.

It is inevitable, and for this reason it is most important to see that special opportunities are given when the child may have the experience of achieving complete success. If everything the child undertakes is too difficult and he gets into the habit either of seeking grown-up aid or of giving up in despair, he will become dependent on the grown-up person, and will be so discouraged by his own unaided effort that he will become not only unwilling but unable to try again, and will thus develop a lethargic, listless attitude.

In helping a child over a difficulty, the grown-up should always make a point of giving the least possible actual assistance, and should show the child whenever she can, that he needs less help on this occasion than he did last time, because he is getting more skilful. She should always seek to praise the child for making the effort and *for carrying through to the end*, rather than for producing a long chain or a good drawing, because, as a matter of fact, he might have produced a very long chain or a beautiful drawing, before he came to a difficulty which prevented the completion of his intention. The difficult thing for him to learn is to put forth enough effort to overcome obstacles, so that he may be able to finish what he has undertaken. Children sometimes seek to obtain grown-up attention by remaining babyish, by asking for help at once, or by crying, and it is important that the grown-up atten-

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tion should not be obtained by these means, but given, whenever possible, at other times, as a result of effort and sensible behaviour.

Bernard was one day playing the game of "Follow my Leader" with several little friends and an auntie. At first, he took quite a sensible part, but as the game went on and nobody paid any special attention to him, he fell out from the game, saying: "I can't do it, it's too hard for me; I don't want to play any more. Let's have another game." The auntie guessed what was happening in his little mind, so she said, "Why, we all like this game and shall go on with it, but, of course, you need not play unless you want to."

For a time he walked about by himself, but when he saw that nobody was taking the least notice of him, he rejoined the game.

(c) Six-year-old Girl Playing with Plasticine

Now we shall see something of a very different type of child. Mary, aged six, is very clever, imaginative, and highly excitable, but not at all good at any kind of handwork. If she gets to a difficult place in any handwork she is doing, she either changes her plans and makes it into something quite different, or she finishes it anyhow, obstinately refusing to admit that there is anything wrong with it. One day she was trying to make in plasticine the Three Bears' bowls and spoons, in graduated sizes, to suit each bear. She started by making the Big Bear's spoon, but used so much of the plasticine that she had very little left for the three bowls and the remaining two spoons. She did not begin again; instead, she made three bowls smaller than the first spoon and two other little spoons of the rest of the plasticine. She then proudly showed what

she had made to her mother, who was in the room at the time, as though she was perfectly satisfied with it. The mother noticed at once that one of the spoons was very big and said, "Wouldn't it be difficult for Father Bear to put his spoon into his bowl, as it's so big?" Mary replied in a flash: "Oh, I made it big like that because he pours the porridge from the bowl into the spoon. He doesn't use his spoon as we do." The mother, a little taken aback by this reply, said: "I should have thought it would have been better to have the ordinary kind of spoon," whereupon Mary replied, rather airily, "Oh, no, my bear likes this kind of spoon much better, he always has this kind of spoon."

Mary is always ready, in ways of this kind, to avoid or gloss over difficulties which she meets, and she needs much help before she will be able to admit to herself that she has made a mistake, and that a fact is not altered by any explanation, however ingenious, which her fertile brain may evolve. The wisest way to treat children of this type is for the grown-up to show in some way that her own opinion is not in the least changed by the explanation, which she regards as an amusing fairy-tale. I believe that it is confusing to children to feel that a fanciful explanation is accepted by the grown-up. Mary's mother might have shown what she really thought by some such remark as this: "Let us pretend that one day I bought enough material to make you a coat and dress, and then by mistake made the coat so big that it trailed on the floor, and had only a very little bit of material left, enough to make just the sleeves of the dress. What would you think if I said to all my friends: 'I made Mary's coat big like that because she likes that kind of coat; she always wears that kind of coat'?" A clever child of Mary's type would

easily understand her mother's meaning, and would know that she had seen exactly what had happened in the case of the plasticine.

Sometimes the grown-up can make clear that a child's explanation has not impressed her, by entering into the spirit of the game of pretence and adding other and still more exaggerated details.

(d) Sleep-walking and Nightmares

Over-excitement or other strain often interferes with sleep and may cause sleep-walking or nightmares.

A teacher of my acquaintance, who is the mother of two children, says that she frequently told exciting stories in her classroom, and that it was not until she had her own little boy as one of her group in school that she realized what the effect of such stories might be, for after such occasions he invariably wakened during the night in terror or excitement, with some detail of the story still in his mind. As soon as she realized what caused the nightmares, she told the stories in a rather quieter way and chose them much more carefully, thus avoiding the evil effects.

Some mothers find that it is unwise to tell stories just before bedtime, though they regret that this is the case because it is the part of the day which they can most easily set aside for the older children, but others find no evil effects from bedtime stories.

Margaret, up to the age of seven, would always walk in her sleep if she had been particularly excited by stories or games, or by some other happening just before bedtime. On several occasions she walked downstairs and found her way into the sitting-room. She could sometimes be guided back again to her room without waking, and at other times she would waken on entering the sitting-room, or on her

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return journey. She seemed a little fretful or tired the following day after these experiences and every care was taken to avoid over-exciting her. She never came to harm save on one occasion when she fell almost from the top of the stairs to the bottom. She was badly bruised, but fortunately was not seriously hurt.

Elizabeth did not sleep-walk until she was about fourteen years of age, and then it developed quite alarming proportions. She entered a county secondary school at the age of thirteen, after having had a private governess for several years, followed by a short experience in a boarding school. She found herself very much behind in some of the subjects, but as she was exceptionally clever she was placed in a high form and worked very hard to catch up with the other children. Often she kept on with her homework until nearly midnight, and finally she grew very nervy and unwell and began sleep-walking. She used to go downstairs and after lighting the lamp would put her books all in tidy piles, ready for the morning, and would mutter parts of French verbs to herself as she sat with a book open in front of her. Her parents became very concerned by these signs of strain, and realized that she must not be allowed to work so late. They forbade her to go on after 9.30, but as there was no co operation between home and school, the teachers never knew the effects of Elizabeth's efforts to overtake the other children, and so continued to pile on her more and more homework. Elizabeth herself was never happy until she felt that she had covered the ground she had missed in earlier years, and for many months, until this was achieved, the thought of the homework which she was not allowed to finish weighed heavily on her mind.

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QUESTIONS

1. What kinds of occupation would you suggest for children of different ages who are confined to bed but are allowed to sit up?
2. Why is it so important that a child should not grow discouraged by his efforts? How would you avoid this danger without falling into that of allowing the child to gloss over difficulties which arise? (*b* and *c*)
3. Can you be sure that if a child has once managed to do a thing, it is possible for him to do it again? (*a* and *b*)
4. How would you keep six or seven four-year-olds happily occupied for three hours on a rainy afternoon? What changes would you make in your plan if they were seven-year-old children?
5. Tell of any experience of sleep-walking or nightmares that you have had with a child or young person. What do you think caused this disturbance and how did the situation develop? (*d*).
6. How would you encourage the schoolboy or school-girl to use his or her leisure time in holidays, at week-ends, etc.? Why should every child have leisure time, and why are leisure-time activities so important in a child's healthy development? (*c* and *d*)
7. What do you think is the cause of noisy excitability in any child that you know? How would you help such a child to play or rest quietly? Why is it a good thing to encourage a greater sense of quiet restfulness in a child of this kind? What place should noisy play still have in his life? (*a* and *d*)

CHAPTER V

TOYS, OCCUPATIONS, AND GAMES

THERE is no doubt that the child's development is greatly aided by toys, by games, and by occupations; but if he is to get the highest value from them, they must be chosen wisely, so that they suit his stage of development and give opportunity for the exercise of all his faculties.

The market is now filled with all kinds of toys for children of every age, but unless the grown-up knows something of their educational value she finds it very difficult to make a choice.

A somewhat detailed study of the value, educational and physical, of various types of toys may therefore be helpful to some readers, and is given below.

It should be borne in mind that there is a definite danger of giving a child too many toys. If he has too much choice he does not play with such concentration or pleasure, for he keeps thinking that some other toy might after all give more pleasure than the one he has chosen to use, and constantly changes.

The grown-up should not expect technical perfection in a child's work. If he does produce technically perfect work, it is usually because the material is rigid and can only be used in one way. Where he is free to experiment he usually does not attain technical perfection.

Toys for Out-of-doors

Toys for use out-of-doors usually give exercise mainly for the larger muscles of the body, help in securing

balance, and play a very valuable part in the child's healthy development.

Many toys encourage him to run, some cause him in addition to bend in various directions or to jump. These movements all increase his circulation, make him breathe more deeply, and assist the natural functioning of the various organs of the body.

Valuable toys in this connection are: hoops (encouraging the child to run and bend and giving him practice in balance); skipping ropes (encouraging running and jumping); balls (causing running, jumping, bending, throwing or kicking, and balancing).

Some toys suggest to the child walking rather than running movements. The most popular of these with boys and girls of all ages are a wheelbarrow, a cart, a truck, or a box on wheels, which can be used in a variety of ways by children of different ages. The doll's pram is also a great delight to the little girl. It is always a joy for a child to move things from place to place, so it is no wonder that he loves a toy that helps him to do this.

The bucket and spade are very dear to the heart of the child, especially when there is a sand-pit, and give rise to a good deal of healthy movement, bending, filling, lifting, and carrying. Water play and water toys encourage the same sort of movements.

Wherever there is garden space, a spring-board (two long planks fastened together make a good spring-board) and a narrow plank for balancing should be provided. A high swing with broom-handle instead of seat (home made trapeze) which can only be reached by the hands with difficulty, is a fine piece of apparatus, as it affords much opportunity for the exercise of the muscles of the

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arms and hands in supporting the weight of the body, and the muscles of the back and neck in turning somersaults, stretching, and balancing.

A sand-pit is invaluable and should be supplied whenever space permits. It is helpful in grimy districts to cover the sand-pit when it is not in use.

Toys which can be propelled by pedals or by a hand-lever are also very much appreciated by the child. The special value of pedal toys is that the child's weight is taken off his legs, while at the same time they are given excellent practice and are greatly strengthened. Care is needed in buying a toy of this kind to see that it is the right size for the child for whom it is intended. If it is either too small or too large it may cause physical difficulty. The tricycle and pedal-car are the most suitable pedal toys for young children, but the fairy-cycle and bicycle are much loved by older children.

The kiddy-car and wooden horse, which support the weight of the body and which the child propels from the sitting position by walking along with his legs, are very useful toys, especially for the child who is rather too heavy to be allowed to use his legs constantly for walking, or for the rickety child, because the muscles of the legs are strengthened without the strain of actual walking.

Scoters are not good for children, as they encourage one-sided growth and should, therefore, be avoided.

Occupations for Indocrs

(a) *Building.* Children very early take a delight in building, and it continues for several years to be one of the most fascinating occupations. Their building equipment should contain wooden bricks of all sizes from half an inch to six inches, empty cotton reels, empty boxes, flat

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and cylindrical pieces of wood of various lengths and sizes.

The little boxes of building blocks which contain cylindrical and triangular pieces of wood, archways, and pillars, are a great help, but are not absolutely necessary.

Whenever possible, the child should be allowed to build on the floor and should be given as large a floor space as can be spared. The occupation gives him much practice in balance, requires ingenuity, and provides opportunity for estimating sizes and comparing shapes, without causing any fear of eye-strain or muscular fatigue.

(b) *Modelling*. Modelling in clay or in plasticine appeals to the three-year-old and continues to interest the child for many years. It is a very valuable occupation, giving the child experience in making in solid form the objects and people that he sees around him. It is easy to tell by looking at a child's models what he feels to be the essential characteristics of the thing he has portrayed. Details that have escaped his notice will, of course, be missing from his models.

Clay is more satisfactory for the older child than is plasticine, for it is more malleable and the models made in it can be dried or baked and painted. Plasticine is handier for the small child because it is always ready for use and becomes softer (not harder as clay does) when the child plays with it.

Children always like to help with the making of bread or cakes, and dough is a very malleable medium and one particularly suitable for the young child, so that he can readily shape it into cakes or strips to suit his fancy, and these can be baked in the oven with mother's grown-up bread and cakes. Baking day makes a special opportunity for showing the need for clean hands and utensils.

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(c) *Woodwork.* Small children often delight in hammering together pieces of wood, while older ones thoroughly enjoy carpentry and fretwork. Precision, endurance, skill, care, and resource are needed in any kind of woodwork, which therefore forms a valuable training for children. Whenever suitable conditions can be supplied for woodwork—i.e. a place for making a mess, a joiner's bench or old table or box, nails, hammer, etc.—they should certainly be utilized. It is wisest to buy woodwork tools for a child only as they are needed. They should be of good quality. Inferior tools are difficult to work with and unsatisfactory in every way.

(d) *Drawing, Painting, and Paper-cutting.* Children early delight in the use of pencil, chalk, or crayon. Their first attempts are not intended to represent anything in particular, but are made for the love of the activity itself or for the joy of the colours. Later the child or the grown-up may fancy a resemblance to something in the mass of scribble, or the child may be asked to try to draw some special object. In any case sooner or later the child realizes that he can draw objects and a new and wonderful experience comes to him. For some time his drawings are not exactly pictures but rather symbols, and represent what the child knows an object to be, rather than what it would look like from any one point. At first he may have one symbol for people and another one for all animals, but soon differentiations are seen. Girls may have hair while boys may not, men may have hats and ladies may have clothes.

Gradually the idea of perspective creeps in and the child draws pictures, not merely a number of unrelated objects crowded together. He will probably not have

reached this point, however, till his eighth or ninth year and in some cases it will be later still before he reaches it.

Water colour, though a fascinating medium for the child, may be very messy without careful grown-up supervision. Many children begin their experiences of painting at home by colouring the pictures supplied in painting books to match the ones already coloured. This is quite an interesting experience for him, but he should be encouraged quite soon to paint without first drawing the object in pencil. He should be given good paints even for his early attempts, because those of poor quality are not easy to use and the result is very unsatisfactory. Reeves supply a good inexpensive box with deep receptacles which can be refilled at small cost. It is wise to choose a box containing, in addition to the necessary colours—red, blue, and yellow—only black, brown, and white, as all other colours can be made quite easily from these, and it is helpful for the child to have the experience of mixing colours for himself. Two shades of red and blue are usually supplied, as they are needed if the child is to be able to mix any colour he may require. Camel-hair brushes are comparatively expensive, but are much more satisfactory than the cheaper kind and last longer.

Poster paints with large brushes are better still for children's early efforts, because they are easy to use, as they are suitable for covering large surfaces and the colours are vivid and clear.

Paper-cutting is another occupation which the tiny child cannot manage, but by the time he is four or five he will enjoy it tremendously. By then it is generally safe to give him scissors that are fairly sharp, and not too blunt at the point, so that he can produce satisfactory work. He usually begins by cutting out pictures already

drawn, but he should quite early be encouraged to cut out, without first drawing, the shape he desires. Children like to mount their pictures, and to do this they may be given brown paper and paste (made by mixing a little flour and water to a smooth consistency and then boiling it).

(e) *Paper and Cardboard Modelling.* Modelling in cardboard or paper is a very fascinating occupation. Paper modelling is of course much easier, but not so satisfactory for stiff models as modelling in cardboard. With a little practice the child soon discovers how to make paper chains, fans, envelopes, etc., in paper, or houses, boxes, furniture, etc., in cardboard. The models may in either case be decorated in water colour.

(f) *Needlework, Weaving, Basketry, Knitting.* The child's earliest sewing may best be done with a large-eyed needle and thick cotton of a gay colour on an odd piece of soft material, which he cuts in any way that he likes. Later he begins to use his materials more purposefully and makes special objects for the doll's house, for Christmas presents, and so on. This free sewing is more absorbing and educative than that of stitching over a pattern already drawn on canvas or cardboard. Of course grown-up help and suggestion should be given as required.

Weaving in raffia or wool on a frame is an absorbing occupation for children of six and upwards. The grown-up's help is needed in preparing the cardboard frame and setting the young weaver to work, but he may be quite free in choosing his colours and planning out his design. Grown-up help may be needed, too, in taking the work off the cardboard frame and finishing it off.

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Basket-making is enjoyed by children of seven and onwards. The simplest type for a beginning is Indian basketry, where a coil of cane or cord is covered with raffia, wound round and round on itself and sewn into place. Quite elaborate mats and baskets may be made in this way, for more difficult stitches may be learnt as soon as the simplest one becomes easy to the child.

Weaving in cane needs considerable skill and strength in fingers and hands, so is not suitable for children under about eight. It is a very satisfying occupation, for progress is quick, and very worth while results are obtained. There are now on the market wooden bases of all sizes, already pierced for the cane to pass through. These are necessary for the making of trays, laundry baskets, and for some types of paper baskets, but many baskets can be made without any kind of wooden base.

Knitting is an occupation which many children thoroughly enjoy. They need a good deal of help, however, in the early stages, as the task of learning to knit is a complicated one. It is not possible to experiment in any way until the art of knitting has been mastered.

Toys for Games of Pretence

Games of pretence are very valuable in the child's development, for they foster the imagination and help the child to create for himself an ideal world, where he can work his will unhampered by the troubles and difficulties of everyday life. Children often play such games quite happily without any special equipment, and may imagine not only the properties but some of the actors even, nevertheless they love toys which make their task easier.

Dolls with take-off-able clothes, woolly animals, dolls' house, dolls' tea-set, cooking utensils and furniture, toy-

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shop, scales, engine, train, station, porters, tiny animals for a farm, are all useful in this connection.

Clothes for dressing up as nurse, postman, station-master, scout, etc., are also very much appreciated.

Trumpets, drums, whistles, and flags give much pleasure to some children. However, the toys for games of pretence are not essential and can be omitted without serious loss to the child. They should not in any case be over-abundant or there will be too little for the imagination to do.

Dramatic Work

Children begin early in their lives to act and mime (miming is acting in dumb show with or without properties) in connection with their play with dolls and other toys. Later they act nursery rhymes and fairy tales or play at charades with equal zest. Sometimes they use improvised costumes and properties, sometimes they do not use any properties at all.

This free dramatization is excellent preparation for the acting and writing of plays, and gives a good deal of insight into the art of making suitable costumes and properties. It is wise to let children take as large a part as possible in the producing of plays, in the preparing of properties and costumes, for then the experience is much more truly educative. Both in home and school dramatic work should receive the sympathetic interest of the grown-up.

Sense training Toys and Apparatus

A great many toys are provided for children which can only be used in one special way and which are intended to train some particular faculty or sense in the child. These toys do not stimulate the child's imagination, but

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on the contrary have a calming effect and encourage concentration. It is restful to a child to use apparatus which educates only one of his sense organs at a time.

This type of apparatus has been carefully graded and systematized in the Montessori material so that the child can progress at his own rate. There is material for helping him to gain a knowledge of sizes, shapes, colours, weights, textures, sounds, and even smells; there are frames for lacing and buttoning. It cannot be denied that the child does have the opportunity of making quietly and at leisure many valuable discoveries, and that he acquires much technical skill by the use of such apparatus. The cost of the material is, however, very high, and as the child so quickly outgrows it, it is more suitable usually for school than for home. Other cheaper material, on the same lines, is available, but needs to be chosen carefully; similar apparatus is sometimes supplied in cardboard instead of in wood or metal, and is not always as satisfactory in use, though its cheapness recommends it.

Jigsaw puzzles and similar toys provide the same kind of training in gauging sizes and shapes and are much liked by many children.

Dominoes give practice in the recognition of number patterns and form a valuable addition to the child's equipment.

Picture Books

Picture books should be very carefully chosen. They should contain only good pictures and the subject matter should be of the kind likely to help the child at his particular stage of development. There are now a number of good children's books which it is usually safe

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to choose, but it is wise to read through even such books before giving them to a child, lest they should contain anything likely to hinder his development or cause him unhappiness.

Miscellaneous Toys

(a) *Pipes for Blowing Bubbles.* Straight wooden pipes are much more satisfactory than clay ones for bubble blowing. They are stronger and a better shape.

(b) *Games of Skill.* There are many games of skill on the market—quoits, ball throwing games, dice games, blowing games, skittles, etc. Some of these are poorly made and of little value educationally, but others require real skill and can form amusing recreation. Such games should be supplied sparingly to a child, however, and should be carefully chosen.

(c) *Materials for Construction.* Materials of various kinds in wood and metal, intended to be used in certain specific ways for constructing working and other models, give much scope for ingenuity and skill. Sets like the old time meccano set that can be added to by each child in turn as he succeeds to the ownership, are particularly valuable.

Some outfits that are supplied nowadays consist of interlocking pieces of wood intended for the making of houses, bridges, etc., or for making dolls' furniture. These outfits usually please children greatly at first, but if the workmanship is poor, the articles that are made quickly cease to hold together satisfactorily.

(d) *Prepared Pictures.* There are available a good many devices by means of which children can produce pictures very easily. Such pictures appeal usually to children when they are first seen, but the novelty soon

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wears off. Transfers afford a great deal of pleasure to many children and require considerable skill.

Musical Appreciation

(a) *Singing, Rhythmic Movement, etc.* Every child should have opportunity for hearing music, for moving to it and for singing. This can best be managed when there is a piano and a grown-up able to play rhythmically and musically for the child's pleasure. In school this can generally be managed satisfactorily, so that even if there is no music in the home the child does not suffer very seriously, though when music can be heard in the intimacy of the home circle it is a great treat which should be frequently experienced. Children readily make up dances and tunes whenever they are encouraged to do so. They vary greatly in their ability to sing in tune. Some quite small children can sing in tune without much help, while others still find difficulty with it at nine or ten years. Many grown-ups think that if the child cannot sing in tune at five or six, he will never do so. This is a great mistake. No more consternation need be felt because the child cannot sing in tune at first, than because he cannot speak without mistakes in his early attempts.

(b) *Children's Orchestra.* Children enjoy taking part in orchestral music, and quite early are able to do this when the instruments chosen for them are of the percussion type. Later they can make and use various wind and string instruments. Most children find it easy to mark out a rhythm and the experience is a very valuable one. By work in a children's band or orchestra each member learns to take part with a group, sees the value of united effort, and feels the joy of merging himself in the group.

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(c) *The Gramophone.* The gramophone supplies a valuable means of hearing good music and is generally greatly enjoyed by children. The younger children usually like best Nursery Rhymes, and other gay lively tunes such as Country Dance tunes, Marches, etc., but for older children records of the works of great composers suitable for children should be included.

(d) *Wireless.* The wireless set has now found its way into almost every home in the land, and it may prove a valuable factor in the child's musical education. Care should be taken to see that the set is only turned on when it is convenient for everybody to listen to it. Conversation should not be allowed to interfere with the listening, or the child will develop the bad habit of only half listening and will get very little from it.

Reading, Writing, and Number

There can be no doubt that the three R's—reading, writing, and arithmetic—play a very important part in the life of the average adult. It is by means of the written word that knowledge is stored and the present linked with the past and future. It is by reading that a person may make that knowledge her own. Calculations of number and size enter into many of the transactions of daily life, in some cases these calculations can only be made by the aid of written symbols, while in other cases they can be made without such aid.

Although the three R's play such an essential part in the grown-up's world, they only gradually become of real significance to the child. His interest in number usually shows itself quite early, but he is not able for some time to make any *abstract* calculations, though he may be able to work out quite difficult *concrete* number

problems. It is not wise to teach a child number devices for the making of difficult calculations with written symbols, until he understands the process in simple numbers and sees some need for help in making more difficult calculations. If the child understands, for example, that 29 and 8 make 37, he should not find much difficulty in seeing that it is sometimes helpful in adding up a column of figures to set them down one below the other, and to add first the column of units (noting how many tens and how many units there are), and then the column of tens. But if the device of "carrying the tens" is shown to him before he understands anything of what the tens are, he will be only confused and hampered by it.

In the same way the somewhat difficult device used in taking away one number from another should never be taught until the child understands the principle of subtraction, and can apply it to simple examples involving tens. He should be able to know what would be left, for instance, if he took 9 from 36, or 8 from 27, before he could possibly appreciate the device of "borrowing and paying back" or "equal additions" as aids in making difficult calculations of that kind. The same is true in teaching short ways of making calculations in multiplication and division. The child must realize that 3 times 8 (or three eights) are 8 and 8 and 8, before he can understand the use of tables or see how much time may be saved by a knowledge of them. He must also understand that while multiplication is repeated adding together of a certain number of objects, division is the repeated taking away of a certain number. You may find, for example, what 24 shared amongst 8 people will amount to for each one, by taking 8 from 24 as many times as you can do so. By taking away 8 you may

give one to each person, then by taking away another 8 from the remaining 16 you may give a second one to each person, and by taking away a third 8 you may give a third one to each person.

It is of very much greater help to a child to understand the actual processes involved in making simple number calculations, than to be able to make difficult calculations without understanding the method he is employing. It is important that a child shall be able to do simple calculations of all kinds in his head. He ought to be able to deal almost automatically with all additions and subtractions amounting say to 20, and from that point he can make any other calculation he may need much more easily—sometimes in his head sometimes on paper.

Parents can help their children greatly in this matter of laying a firm foundation, by encouraging measuring and counting and weighing. They often feel diffident of helping a child in the later stages, in case they should show him a method different from the one he is being taught at school. It is for this reason usually better for the parent to help a child only when he asks for assistance, and to try to find out what method is being taught at school. If she cannot do this, she may still help the child to understand the process which he finds difficult, by showing him the underlying principles of that kind of calculation, and as she goes into the question with him, she may learn what the trouble is in his mind.

Interest in reading and writing usually develops later than does interest in number. The child may first realize something of the nature of written words through a picture book with large clear print, which he has had read to him many times, through following the words of familiar nursery rhymes, through observing posters, or

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through trying to decipher letters sent him by friends. When his interest has been once aroused, he will constantly ask the grown-up to tell him the meaning of new and unfamiliar words.

This is probably the ideal way of learning to read, for the help is given only when it is needed, and the child is not bored by much laborious practice when he feels disinclined for it. It is almost certain that every child who learns to read under the ordinary teaching would learn to read equally well, sooner or later, if left to begin of his own accord, when the subject has attracted his attention. Parents nowadays sometimes refrain from giving help to a child, in case they should confuse him by showing him in a way different from the one taught at school. If their help comes in response to a definite request from a child for information, they need have very little fear of confusing him, particularly if they explain that this is the grown-up way of reading. In many schools the *sounds* of the letters, not the *names* of the letters, are taught, and these are first combined into phonetic words. In other cases whole sentences are taught first, and the child gradually becomes aware of the separate words and then of the separate sounds.

Whatever method is taught, there is no doubt that eventually the child needs to be conscious of the single words and of the single letters. He needs to know the name of the letter, since that is the ordinary way of describing it in spelling a word. He needs also to know the sound the letter most frequently represents, if he is to spring to the meaning of unfamiliar words. It is also true that unless he can read whole sentences for the thought contained he cannot, strictly speaking, be said to read at all.

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Though it is likely that the best way to begin, as I have said, is by whole sentences in their natural setting, the most important thing of all is that the child shall enjoy reading and shall presently do it easily and quickly for the thought contained in it.

Writing is, of course, the converse of reading, and usually follows a little behind it but some children write single letters before they can read whole words. There has been a good deal of discussion as to the kind of letters children should be taught for their earliest writing. People have thought it easier for children to read writing which consisted of single separate letters, and such writing certainly is more closely connected with the printed letters of picture books and posters than is a run-on handwriting. At the same time run-on handwriting is more flowing, tends to be quicker in execution, and is thought by many people to be more beautiful and more suitable for adult purposes. It encourages an easier flow of thought and feeling in language. Another advantage from the point of view of teaching reading and writing is that the letters that form a single word are joined together, whereas in script if too big a space is left between one letter and another, it is sometimes hard to see where the words begin and end.

However, in schools the practice has grown up of teaching a script writing in separate letters first of all, and then later of encouraging the children to combine their single letters into a cursive handwriting. In practice, many people taught in this way only combine *some* of their letters and others remain as separate script letters, and this spoils the look of their handwriting and may interfere with its legibility^o and speed.

This way of teaching writing requires that two distinct processes should be learnt at successive stages, and the child's early practice in script writing is of very little help to him in getting used to a cursive handwriting. Therefore, it is more economical of time and energy to teach a cursive handwriting as his first writing and to let the child learn to read such writing before passing on to the printed page. This procedure ensures that the child's handwriting and his early reading matter are in exactly the same form, which is a great advantage and which is not the case when he learns to write in script letters and to read ordinary printed ones. It ensures, too, that all his practice in writing from the very beginning is building up for a good clear cursive handwriting, which will not need to be changed at any later time, and it is besides better for the psychological development, as it encourages a feeling of freedom and outflow. A movement is on the way to teach writing and reading along these lines.*

Once a child can read, he is interested in stories of children like himself, who do ordinary things that he is familiar with, and he enjoys such stories as my four little books "Stories of Peter and Pat."†

The following anecdotes (a), (b), and (c), illustrate children's experiences in the realm of drawing and painting, and (d) some of the difficulties associated with the choice of toys.

* See my "Reading by Rhythm" series, Nelson, *First Steps* 1/-, *Poetry Book I* 1/-, *Poetry Book II* 1/4, *Poetry Book III* 1/-. In this material reading and writing are taught together in a cursive handwriting, done freely by an artist and not in a copybook style. The last two books introduce ordinary printing and relate it to cursive handwriting

† Macmillan, 6d. and 8d.

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(a) *Four-year-old's Joy at Making Green Colour*

This first story shows the intense joy experienced by a child when he is allowed to experiment in the realm of colour.

A group of nursery school children were one day making one of their first experiments in the art of painting. They had each been given a little spot of blue paint from a tube and a little spot of yellow paint.

They were very interested in watching the way the paint ran about on the paper, and at first each child kept the two colours quite separate. But in a few minutes Jean came running to the grown-up with shining eyes, "Look, just look at this: it's made green by itself."

(b) *Five year-old Draws a Transparent Hill*

John, of five, one day drew a hill and through it could be plainly seen a house. At first I thought the house was on *this* side of the hill, as it seemed to be, but John said, "Can you see the house that I've made at the other side of the hill?" This is an example of the drawing of a thing as the child knows it to be or imagines it to be, rather than as it would appear to be to the person looking at it from any one point. In the same way a child will draw a train so that it can be seen through a hill or through a tree, and he will draw a house with the family all visible inside it.

(c) *Six-year-old Draws a Mouse Without Legs*

Another example of the way children draw things as they believe them to be is supplied by Joan, of six, who one day drew a mouse without any legs. Her mother said to her, "Why, Joan, you haven't put any legs on the mouse!" Joan looked up with surprise and said, "Oh, have mice got legs? I didn't think they had. I'd better

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put them in then," and she immediately added four legs to the drawing. Her acquaintance with mice had evidently not been very intimate. Perhaps she had only seen a swiftly darting creature, whose legs certainly were not much in evidence.

(d) *Unsuitable Toys Given to Babies in Hospital*

On visiting day each week the nurses in the children's ward of a hospital need to exercise the greatest vigilance to prevent the smallest children from being hurt by the toys which have been given to them. The fact is that more than usual care is needed in selecting toys for young children confined to bed, and when time and money are limited, the choice may be particularly unfortunate.

In one children's hospital of my acquaintance, a two-year-old was given by her mother a doll whose clothes were fastened on with pins, and by the time the child was noticed by the nurse she had already taken out several pins and was engaged in taking out the rest. Undoubtedly the toy was definitely dangerous, for there is a considerable chance of things being put into the mouth at that age, and even scratches may cause quite serious injury when the child is already in a poor state of health.

On the same day another child of two years in the ward was given by a relative a book of invisible coloured pictures which were meant to be rubbed with a damp brush. The child had licked them so that her mouth and face were covered with the coloured paint. Her hands, too, were covered with it, and her clothes, her pillow-case, sheets, and blankets were all stained in the same way, because in the excitement of having visitors she had wetted her bed, and the paint had spread in every direction.

TOYS, OCCUPATIONS, AND GAMES

QUESTIONS

1. How far may parents prevent relatives and friends from giving unsuitable toys to their children? What can they do with such toys if they have been given?
2. To what extent is it wise for the grown-up to try to make use of children's handwork?
3. Tell as fully as you can of a small child's reactions that you have witnessed in one of the following realms. music, dancing, drawing, painting, reading, writing, or number. Had he already been given any grown-up help in that realm? How old was the child, and was he used to the companionship of other children, or had he spent his time mainly with adults?
4. Tell in some detail of a child's reactions to a new toy that you yourself actually witnessed. What was the toy like, and how old was the child at the time?
5. How would you set to work to choose a birthday present for some child whom you had not seen recently? What snags and pitfalls would you seek to avoid? Why would it be important to know exactly what the age of the child was and something of his interests?
6. What ordinary experiences in home and school and garden and park encourage the child's interest in number? Would you seek to help these to be fruitful for the child, or would you leave them to speak for themselves?
7. Tell of a child's (or children's) imaginative play that you have witnessed or taken part in. Give

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the age of any child whom you introduce into your account. Did the game continue day after day on similar lines, or was it an isolated experience? If there was any dressing up in the game, tell just what this involved.

CHAPTER VI

THE PHYSICAL CARE OF THE CHILD

THE health of the child depends, as we have seen, on a number of different factors—on opportunities for activity and rest, and on the adult's wise understanding and never-changing affection. It depends also, of course, on his having suitable food and fresh air and sunlight, and on his having the right attitude to health, which he cannot have if the grown-ups are expecting him to be ill, or to show certain symptoms, and so on.

The importance of the grown-up's power unconsciously to suggest illness and failure to a child is becoming more and more clearly recognized, and every grown-up should make herself aware of this danger so that she may take steps to guard against it. She may do this by visualizing the child as getting through his difficulties gradually, and by working herself courageously towards getting through her own difficulties, instead of letting them rest heavily on top of her, as it were. If they rest on her, they must inevitably rest to some extent on her child.

The modern approach to health recognizes the child to be a single entity, and anything that goes wrong in one part will inevitably have repercussions in other parts. If he fails to accept his new baby brother, for instance, he may begin to wet his bed, or to bite his nails, or he may continue to suck his thumb long after babyhood is left behind. If he senses disharmony between his parents, he may take to stealing, so often the symptom⁷ of a troubled mind, or he

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may wake with night terrors, or become a nervous wreck, or something quite different may happen to him.

It is only as the child is healthy and happy that he can develop fully in every direction, and conversely, only as he develops fully in every direction that he can remain healthy and happy. Therefore, any sign of failure to succeed should be watched with care, and steps should be taken to help the child to succeed. This can often be done by making smaller the step from the stage at which the child now is to the next one, so that he can reach it more easily. It can also be done by helping him to succeed particularly well along some other line, for then the feeling of success passes over to the more difficult undertaking that was causing the child a sense of failure.

The child must never be threatened with awful consequences or bullied, if he is to maintain health and happiness, and if he is to continue to succeed, because nothing more quickly saps the child's vitality and brings on ill-health of mind and body than fear. A parent's well-meaning anxiety and over-concern for the child's well-being may set up fear in the child just as bullying and harshness may, though this seems rather surprising at first sight.

All this, of course, does not mean that there is no place for the physical care of the child as such. On the contrary, he must have the wisest care along this line that we can give him, but this care is not seen nowadays in just the same terms as it was in the days of our grandparents. Gone now are the fears of draughts and the desire to mollycoddle. Gone, too, is the fear of letting the child go out of doors in wet or snow or fog.

We recognize now that the normal child is capable of bearing cold and warmth, damp and fog, and that in fact

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he thrives better if we make it a habit to let him go outside in all weathers.

Some revolutionary ideas are just beginning to percolate through to us ordinary parents and teachers about health and disease, ideas that would have made our grandparents' hair stand on end. These new ways of tackling disease depend on the recuperative power of the human body, aided by natural agents such as food, the application of hot and cold water, exercise, relaxation, etc., and are incorporated in a plan for health and healing known as a *Nature Cure régime*. A person who heals through the medium of Nature Cure is called a *Naturopath*. We are beginning to see that some things we have held dear must go, now, to give place to newer, better ways.

We knew, of course, that the body held within itself all kinds of healing powers, and we were prepared to help these healing powers in any way we could. We knew that the body threw off its waste products in a number of different ways, and we recognized the need for helping in this by avoiding constipation, by keeping the skin clean so that there should be an outlet through the pores, by seeing that the nose was kept clear, and so on. We understood that enlarged glands, swollen tonsils, catarrh, sore throats, laryngitis, tonsillitis, rheumatism, adenoids, and so forth, were signs that the body was not being altogether successful in getting rid of waste and poisonous matter.

We are beginning to see nowadays that it is sheer folly to wait for the unfortunate symptoms of disease to show themselves. We must instead avoid their coming by keeping the body healthy and the mind happily occupied. We need no longer feel that coughs and colds, bronchitis and pneumonia, measles and chicken-pox, adenoids and catarrh, are the *normal* ills of ordinary human beings, and

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that we must all expect to have our quota of these things. We are seeing, now, how we can avoid them all or can at least make them comparatively harmless, so that they leave the body better and stronger than it was before.

This *natural* immunity to disease is never achieved through immunization, vaccines, and other injections, because these things suppress the body's poisons, or add poisons, and cause them to find other undesirable outlets in new and unexpected symptoms of one kind and another.

No; immunity can come, instead, through proper food, through the proper exercise of all the bodily functions, through adequate rest and relaxation, through worthwhile recreation, through life in the open air, and through the acceptance and enjoyment of all the world of Nature—both animate such as flowers, trees, animals, and insects, and inanimate such as sand, soil, water, cloud, and wind.

As we know, our children accept readily and enjoy the world of Nature and feel themselves a part of it, and so we often have only to follow their lead. Like animals, children often go off their food when they are feeling out of sorts, and this is a very wise instinct in them, and one that we should encourage, instead of trying to counter it by tempting them with choice morsels of one kind and another at such times. Instead, when children go off their food, or find it difficult to finish food that they have taken or have been given, they should be encouraged to leave it, not in order that they may have something else instead, but so that the digestive organs may be relieved to that extent.

To waste food always seems to me a serious fault, but it is far better to throw it away than to stuff it into a child's unwilling body, because there it can only set up poisons. Nothing that the body cannot accept gladly can bring health

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or happiness, however valuable it may be in itself. Children are often served with too large portions at a time, and this is the reason for some of their difficulty in eating what is given to them.

Whenever a child is out of sorts he should be discouraged from taking food, so that the digestive and other functions within the body may have time for rest and renewal. He should be given instead plain unsweetened fruit juices, such as orange juice, apple juice, black-currant juice, etc., and vegetable juices such as carrot juice. Carrot juice is made by pressing grated raw carrot through muslin. These fruit and vegetable juices help in the cleansing processes of the body, and so the child can the better throw off the cold or sore throat or whatever it is that threatens to trouble him.

When no food is being taken, poisons pass through the food channels ready for elimination, but as there is no food in the stomach or intestines after a day or so, help must be given to these poisons to get away by means of a small enema, otherwise they will re-enter the tissues of the body and add to the troubles there.

The best plan, therefore, is to give the child an enema each evening during the time he is off food. This is an easy, safe, and quite painless undertaking, and the older child can readily manage it for himself with the help of a gravity douche—that is, an enema in which the water runs through by its own weight without any need for pumping with a bulb. The child may stand up or lie down, and in either case the receptacle for the water should stand or hang at a height of about four to six feet. The higher it is, the more swiftly the water comes through. There is a key supplied with a gravity douche to hold the water in the tube

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and prevent its flow, while the nozzle is being placed in the anus.

Before adjusting the nozzle in position it is wise to release the key to make sure that the water is ready to flow freely. The nozzle should, of course, be oiled or greased before being put in position, as it will then slip readily into the desired place.

When a child is only slightly out of sorts, he should be given what is called a *restricted diet*; that is, he should have only fruit, raw salad, and any kind of steamed vegetables except potatoes. He may have fruit only, or steamed vegetables only, or salad only, if preferred, according to the possibilities of the moment and his personal taste in the matter. Vegetables may be steamed slowly in the ordinary way in a steamer, or cooked quickly in two or three tablespoons of boiling water. Care is needed in this case to prevent burning, but vegetables may be cooked in this way in fifteen minutes or less, and the pan may be shaken from time to time to prevent burning.

This diet of fruit and raw and cooked vegetables helps the body to clear away its waste products quickly, and because there is then food in the stomach and intestines, there is no need of a daily enema. Instead, the easy action of the bowels is greatly encouraged by such a diet, and it may be followed safely for several days or for a much longer period.

Of course, the child begins to feel hungry after a time on such a diet, and he may look a bit thin, but as soon as the symptoms have cleared away and he gets on to a normal diet, he recovers his lost flesh and looks and seems very well, better than before.

In giving the child this restricted diet, it is important to cut out all other foods quite drastically, and especially

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to be careful not to include even such ordinary things as bread or milk pudding, because any food, and particularly starchy food, takes away the special value of the restricted alkali-forming diet.

New ideas about food values are coming to light. We are beginning to realize that bread and cake and, in fact, all cereals set up an acid condition in the stomach and the intestines. The same thing results from the consumption of sugar, too. Cereals and sugars are called carbohydrates or starches. Proteins, such as meat, fish, eggs, and cheese, have the same acid-forming effect. Though carbohydrates and proteins and fats are essential for the healthy action of the bodily functions, the body can only deal in a completely satisfactory way with a certain proportion of this kind of food, and must have a large proportion of fruit and vegetables and salad to neutralize the acid condition set up by cereals, sugar, meat, fish, etc.

If no other food than carbohydrates (such as bread and sugar) and proteins (such as meat and fish) are eaten, the acid condition of the stomach and intestines is always present. After a time this acid damages and poisons the tissues that it contacts, and the body in trying to get rid of these poisons sets up such things as catarrh, colds, sore throats, ulcers, rheumatism, etc.

If, however, the basis of the diet, say 75 per cent. of its bulk, is fruit and raw or cooked vegetables, this acid condition can be avoided, because the body can then cope with the acid that is set up and can eliminate it in the ordinary way. The fruit and vegetables should be raw whenever possible, because in that way the precious vitamins, the life-giving properties, are retained. Many vegetables may be eaten raw that formerly were always cooked—carrot, turnip, swede, parsnip, beetroot, all either

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grated or whole, the heart of cauliflower and of cabbage, sprouts, green peas, spinach, artichoke, etc.,—and all these add to the interest and variety of the usual salad ingredients, such as lettuce, mustard and cress, watercress, tomatoes, celery, cucumber, etc.

A good many dietaries for ensuring that the child has about 75 per cent. of his food in the form of fruit and vegetables (other than potatoes) have been worked out. They agree in fixing three meals a day as the maximum, with not less than five hours, if possible, between one meal and the next, and in prohibiting the taking of any food at all between meals.

They agree, too, in decreeing that no drink at all should be taken with food. The best plan is for all beverages to be taken between meals—three hours after a meal, or not less than half an hour before the next meal. Some people at first find this arrangement difficult, and they should begin by taking all drinks either before or after eating. Once they get used to eating without drinking, they find it easy to put off their drinking to a separate time. The most natural and health-giving drinks are plain water and fruit and vegetable juices. Tea and coffee, and, of course, all alcoholic drinks, should be strictly taboo from the child's diet.

Drinks are excluded from meal times, because they dilute the digestive juices and so hinder the process of digestion and absorption of food. They should therefore be taken long enough before a meal to ensure their being absorbed by the time the food enters the stomach. Actually, fruit and both raw and cooked vegetables contain a great deal of water, and for this reason very much less drink at any time is needed than with the old diet.

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One way to ensure that carbohydrates and proteins are cut down to 25 per cent. of the diet is to make fruit the basis of one meal, salad the basis of another meal, and cooked vegetables the basis of the third meal, seeing that three-quarters of the bulk and weight is fruit or salad or vegetable and only one-quarter carbohydrates and protein together.

Another way is to arrange that at breakfast the child has only fruit, at lunch a raw salad and carbohydrates, but no protein; and at supper mixed steamed vegetables and proteins, but no carbohydrates. Actually, many foods contain both carbohydrates and proteins, though one or other may greatly predominate, so that it is impossible to avoid having them together to some extent. However, it is possible to arrange to have bread or other cereals or potatoes with one meal and cheese or egg or meat or fish with another meal.

In any case the child should have as much fruit as possible, a raw salad every day and plenty of vegetables, conservatively cooked. He may have bread and butter or a potato cooked in its skin with his salad, and a savoury such as an egg or cheese dish with his cooked vegetables. It is possible, too, to vary the diet by having a savoury with the salad, sometimes, and no bread and butter or potatoes, and potatoes with the vegetables and no protein. When fruit is scarce and expensive, raw grated carrot may be used instead. It may be a help to have the meals worked out.

ARRANGEMENT OF MEALS

<i>Breakfast</i>	<i>Fruit</i> (raw fresh fruit and/or stewed
7.30 or 8 a.m.	fruit or dried fruit like figs, dates, prunes, etc., cut up and soaked overnight. Or

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dried fruits eaten without soaking, like raisins, dates, etc.; or raw grated carrot. Dried fruit, cut up and soaked, may be used to sweeten a raw fruit salad or stewed fruit).

Lunch *Steamed vegetables and a protein*
12.30 or 1 p m. *savoury*, followed by raw or stewed fruit, or by dried fruit, either as it is or soaked beforehand, but *not* by a starchy pudding of any kind.

Supper *Large raw salad and bread and butter*
5.30 or 6 p m *or potato*, followed, if desired, by raw, or cooked, or soaked fruit, but *not* by starchy cakes or pudding.

These three meals may be changed round in any way desired, and taken at any time that is convenient, provided that five hours are left between them. Cooking always damages to some extent the vital qualities of food, and so it is a good thing, whenever desired, to substitute raw fruit or salad for the cooked vegetables. When two salads are taken in one day, one can be eaten with bread and butter and the other with a savoury. Starchy puddings and cakes, whenever they are used, should take the place to some extent of the bread or potato that would otherwise have been eaten.

Some children feel hungry before lunch-time if they have only fresh fruit for breakfast, and if so they should be given a little dried fruit as well, because that contains sugar and is very sustaining. If that is not sufficient, they may be given a fruit muesli, a kind of fruit porridge, containing about 75 per cent. fruit and only 25 per cent. carbohydrates and protein together.

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A mûesli for one child is made by soaking a tablespoon or so of rolled oats or coarse oatmeal in a little cold water overnight, and by adding to it in the morning a large grated apple or two or three smaller ones. The peel and core should be grated as well as the pulp. These coarser parts of the apple cannot be detected in the fruit mûesli. The apple should be mixed into the oatmeal, which will have absorbed the water, and a few raisins or dates, or one or two soaked prunes, should be added to the mixture with a little fruit juice or fruit of any kind, raw or stewed. A little honey, or blackcurrant purée, or treacle, or syrup, can be used to vary the flavour and to give a little sweetness. Then over the whole dish should be sprinkled a few sliced or grated nuts and a little top of milk, or condensed milk, or nut cream. This makes a delicious dish and children love it. They may have it also at lunch or supper, if convenient.

Of course, some other fruit such as pear or orange or grape fruit may be used as the basis of the dish, and some soaked orange or lemon or grape-fruit peel, cut up into small pieces and soaked for 24 hours or longer, improves the flavour. When fruit is expensive or difficult to obtain, raw carrot and beetroot form a good substitute for the apple as the basis of the mûesli.

Naturally, some children take more readily to this new régime than others do, and the mother may introduce it gradually, remembering that fruit and raw and cooked vegetables should eventually form the basis of the new diet, and that one or other of them may predominate for a while, according to the child's taste. Of course, children take more readily to this new diet if it is followed by the whole family or by some of the family, and it is just as beneficial for older as for younger people to follow it.

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During a period of slight illness or during the time of convalescence after a more serious illness, when the fasting on fruit juices is over, the mother will remember that the restricted diet of fruit and salad and cooked vegetables should constitute the whole diet for a time, exclusive of everything else.

Nuts should be used whenever possible instead of meat or fish or eggs or cheese. Meat and fish, which, of course, are part of the dead bodies of what were once living creatures, are more difficult to digest and absorb and more poisonous to the human body than eggs and cheese, which, though animal products, are not dead carcasses as meat and fish are. This is one of the reasons why many people nowadays desire their children to be vegetarians.

Very many vegetarians are now living entirely on vegetable products. They call themselves *vegans* and they take no eggs, cheese milk, or honey. Of course, all animal products are in danger of containing unhealthy materials or of becoming disease carriers, if the animal or bird from which they came was unhealthy.

Milk is particularly prone to infection, and, moreover, it readily becomes contaminated after being taken from the cow's body. It is intended by Nature as a perfect food for calves, not babies or children, for whom it contains too much body-building and too little brain-building material. For all these reasons it should be used with care. Of course, the human baby should be breast fed by its mother, and should not be given cow's milk in any case as its sole food, even if it cannot for some reason be breast fed. Fruit and vegetable juices should be added to the diet.

Children after weaning can get all they need for their healthy development without milk, but if it is taken it should be counted as a food and not as a drink, that is to

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say, it should be taken as part of a meal and not between meals. This is very important, because the practice of giving children milk in the middle of the morning at school is very wide-spread. It interferes with the digestion of the child's breakfast and prevents him from being ready for lunch.

All food should, so far as possible, be whole food, and in a natural unrefined state, that is to say, whole-wheat flour should be used, unpolished rice, brown sugar, the pips and peel of fruit as well as the soft part whenever possible, the skins of potatoes, and the coarse outer leaves of cabbage, the coarse stems and leaves of celery, and so on.

The outer leaves of vegetables should be cooked and served hot. They are very appetizing, if cooked together and served as a mixed vegetable dish, with perhaps a little onion in addition; or they may be made into an appetizing savoury, if just at the last moment when the water is all used up a little margarine or cooking fat is added and a few grated nuts stirred in, with perhaps a little vegetable flavouring. If any water is left when the vegetables are cooked, it should be strained off and used as a drink.

Sweets and chocolates are no longer needed, because the child has plenty of sugar from dried and fresh fruit and from raw carrots and beetroot. However, if he is given sweets, they should always be as part of a meal and never in between meals. One objection to boiled sweets and chocolate is that the sugar is refined and so of very little food value; but the chief one is their acid-forming properties.

Nature Cure Points

The Nature Cure régime contains other regular items, which are extremely helpful, but which we have no time

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to cover in detail here. They include the following:—

1. The daily cold bath or cold sponge each morning, followed by a dry friction rub with a rough towel or with a soft brush.
2. Time each day for sun or air bathing, with exercise, if possible out of doors, when no clothes are worn or only a pair of pants.
3. Regular time each day for walking and playing out of doors.
4. Loose cotton clothing next to the skin, not thick woollen clothing even in the winter, and all clothing, outer clothing as well as underclothing, to be light and porous.
5. Rhythmic deep breathing, encouraged by running, jumping games, etc., and by exercises.
6. Good posture—avoid hollow back and round shoulders. Remedy and prevent by encouraging the child to lie down so that the back is flat and to stand in the same way, so that his flat back touches, or almost touches, the edge of a door or wall all the way up. In walking and sitting the back should be flat in just the same way.
7. Ears should not be made wet deep inside when washing, because that makes wax damp and may cause deafness.
8. Eyes may be strengthened by splashing with cold water, both when they are open and when closed. Another thing that helps is to thrust the forehead and eyes in a bowl of cold water and to open and close the eyes under water several times. If one eye is stronger than the other it should be covered with an eye-shade so that the weak one does all

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the work. If one eye has a squint it should in the same way be left to do the work for a period of days or for a few minutes at a time.

9. The teeth should be cleaned night and morning with a brush but without tooth paste. A few drops of lemon juice may be used instead of tooth paste, if available. The gums may be massaged gently with finger and thumb dipped in lemon juice or in cold water.
10. Bruises, cuts, and other wounds, should be bathed carefully in warm water to make sure they are quite clean, and then a few drops of lemon juice should be squeezed over them, instead of iodine, which may cause wounds to become septic rather than preventing it.
11. Boils and ulcers similarly respond well to treatment with lemon juice, for it draws out the poison and keeps the place clean.
12. Sprains and twists as well as bruises and wounds and boils are greatly helped by hot and cold water treatment. The affected place should be immersed in water as hot as can be borne, then in cold water, then again in hot, and then cold, and so on. The rhythm of hot and cold continuing for a few minutes ends finally with a cold immersion.
13. Inflammation, such as laryngitis, bronchitis, etc., and wounds and sprains, etc., that cannot be immersed, may be helped greatly by alternating hot and cold water compresses. In each case the compress is wrung out of water and when in position is covered by warm dry material. Two hot compresses should be followed by one cold one, and

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the last one should always be a cold one, which may stay on for a few hours or all through the night if desired. The hot ones should be changed as soon as they begin to get cool, say after two or three minutes, and the whole process of hot and cold may last for a few minutes or an hour or two, according to the circumstances and the possibilities. In any case, after an interval the procedure may start afresh.

14. The bowels must be thoroughly evacuated regularly. With the new régime there may be two or three or four evacuations each day instead of only one. It is quite normal to evacuate the bowels after each meal, or on rising and at bedtime.

The following stories from real life of recovery by following a Nature Cure régime will perhaps make clearer the points I have been raising:

(a) *Billy's Recovery from Whooping Cough and Bronchitis*

Before Billy was a year old he developed whooping cough and bronchitis. The doctor said his condition was very grave, but gave no advice at all as to food or fasting. A young nurse health visitor, who had seen some of the effects of fasting and dieting, feared that the child would die unless some important change could be brought about. Greatly daring, she advised the mother to take the child off all food and milk and to give him instead only orange juice and water. Next day he was greatly improved, and the mother, who was overjoyed, continued with the orange juice alone until the symptoms subsided. She frequently declared afterwards that baby Billy owed his life to orange juice.

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(b) *Eight-year-old and Scarlet Fever*

An eight-year-old boy, John in a vegetarian home where Nature Cure ways were always used, both in times of health and of sickness, developed scarlet fever as all his school-fellows did. The mother, with the doctor's agreement, took him off all food until the temperature had subsided and the symptoms had passed away, and then she kept him on fruit alone for a further period. He made an amazingly quick recovery, and the neighbours all said that it was quite clear John had not really had scarlet fever at all otherwise how could he be so well so quickly, while their children were trailing about for weeks.

(c) *Young Person and I B*

Molly, a young person who had done extremely well in her first post, overworked, while at the same time she struggled with a difficult personal relationship problem in her home. After a time she developed pulmonary tuberculosis, that is I B of the lungs. She went to an ordinary doctor for the signing of her medical certificate, and he tested her condition from time to time. He knew that she was undertaking some kind of diet, though he did not know that she was having treatment under a naturopath on the lines suggested in this chapter. She was allowed under the treatment to lead a normal life in her own home, except that she stayed in bed late and spent much time out of doors.

Her panel doctor registered, to his surprise, a continuous improvement in her condition, and after a year she was able to take another post, which gave her opportunity for continuing the new diet and spending much time in the fresh air. Within a few months she

was declared completely cured and has had no return of the disease.

(d) Young Person and Boils

A young person who suffered from boils on her arms and hands tried all kinds of orthodox treatment over two years, but there was no permanent improvement. Then at last she went to a naturopath, who put her on Nature Cure diet and gave her suggestions about cold baths, etc. He said that the boils must not be suppressed or discouraged, but that they must be encouraged to come out, until the poisons in the blood had all been thrown off. He said that this might take quite a long time. For a while it seemed that they were worse than ever before, and the young girl felt almost desperate. However, she remembered that the naturopath had warned her that this might be the case, and just to make quite sure that it was all right she went to him again. He confirmed her in the need to bear with the boils for a while longer.

Gradually, after a time, they began to dry up, and no new ones appeared, as they had always done before. After a few months she was quite free from the boils, and was gladly keeping up the Nature Cure diet. After a year there was no further sign of the boils and she felt that the difficulty was at last completely overcome.

(e) Youngsters with Infantile Paralysis

Two children in a school with a Nature Cure diet and régime developed infantile paralysis during the summer holidays. One of them recovered completely during the weeks of the holiday. The other was left with an arm not moving properly, but after a few months of special support and treatment, the arm regained its full use.

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QUESTIONS

1. Have you come across Nature Cure methods before? If so, tell about these in regard to the special case or cases that have come within your experience, and tell what the results were.
2. Is it reasonable that children should have likes and dislikes in the matter of food? How would you treat these?
3. How would you treat a child who had formed the habit of bed-wetting? Why are threats and punishments so harmful in such a case? Tell in some detail of any case of bed-wetting that has come within your experience, particularly showing how it passed away, if it did.
4. Why is it no use to tackle the habits of thumb-sucking and nail-biting in isolation? With what changes in the child's attitude or in the home environment has any cure you have witnessed been associated?
5. Under the new Nature Cure régime what would be the right way to treat a child who developed a high temperature or rash or a sore throat or violent sickness or diarrhoea? Illustrate if possible from your own experience.
6. What foods are acid-forming and what are cleansing and alkali-forming? Tell of an experience you have had yourself, or that you have witnessed in someone else, in changing from one diet to another or in fasting. What exactly was the change in diet, and why, was it made in the first place, and what were its effects?

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7. Work out menus on the Nature Cure lines for two whole days. Have in mind the time of year and the possibilities of obtaining the things mentioned. Make one day's diet for the summer and the other for the winter, showing in each case just what fruits will be given, what the ingredients of the salad and the mixed vegetables will be as well what the carbohydrates, proteins, and fats will be.

CHAPTER VII

FEAR

It is a recognized fact that grown-up people pass on to children their own special fears. Many cases of this could be quoted. Everyone knows the child who is terrified of thunder, or of a high wind, or who is in dread of taking some particular disease, because he has lived with someone who has been afraid of just this thing.

It is, however, less well understood that the general state of fear and unrest may in the same way be transmitted to children, either as a vague fearfulness and lack of faith or in the form of special new fears. Children are remarkably susceptible, they sense the fear in the grown-up even when the grown-up herself does not recognize its presence, and their own feelings are altered by the knowledge they have thus intuitively acquired. Fears may arise, too, through thoughtless remarks, through unwise criticism, through misunderstandings, through ignorance and through unhappy experiences, as well as through anger, punishment, and actual cruelty.

It usually happens that a child's fears are beyond the realm of reasoning; assurances can, however, sometimes remove a difficulty and prevent a fear from developing, when the whole background of the case is understood. The child's definite fears are rarely mentioned to anybody, and by the very secrecy are strengthened, but whenever a very strong resistance is set up in a child against doing something which has hitherto been a pleasure, the grown-up should look carefully to see if

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there is in that resistance the beginnings of a fear, or if there is some particular difficulty in the child's mind. In such cases the child will generally hide his real reason for not wanting to do what is suggested very skilfully, and much patient care is needed before it can be discovered.

The following are examples of fears, or the beginnings of fears, which have been revealed to me. They originated from a variety of causes, yet in each case it was only with difficulty that the trouble was disclosed.

(a) *Seven-year-old's Fear of Looking Stupid*

Marjorie, aged seven, had just had the operation for enlarged tonsils and adenoids. Before the operation she had, as a result of this disability, been slightly deaf, and would often sit with her mouth open. One day she was taken to church by a relative and it happened that the minister gave a special talk to the children. Marjorie fidgeted a little during the talk, and afterwards the relative asked her why she had not looked at the preacher and listened properly to his story. Marjorie did not answer for some time, then in a sudden burst of confidence she said, "Well, I'll tell you why I didn't look at the preacher, it's because if I hold my head up to look at anybody, my mouth falls open, and people think I am a dunce." Then she added, "So I never do look up like that, if I can help it."

Luckily, Marjorie's mother heard of the difficulty, and was able to build up her confidence by assuring her that since the operation she could breathe perfectly well through her nose, and her mouth did not stay open in the way it sometimes had before. The mother never knew from whom the child had heard that when her mouth was open she looked stupid. She felt that, if she had not been fortunate enough to discover it and explain it

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away, the difficulty might have developed into most serious proportions, and might have proved a great handicap to Marjorie.

If this mother had known of Nature Cure, she would have seen how to avoid the operation altogether.

(b) Fear of Doing the Wrong Thing

The same little girl was one evening asked to put her toys away and get ready for bed. She spent a very long time in collecting the pieces of a puzzle, and was repeatedly asked to hurry up. At last the person responsible for seeing her to bed got annoyed because she was so slow, and seemed to feel that it was a definite attempt to delay her departure. She complained to Marjorie's mother of her "naughtiness," and Marjorie found it very difficult to offer any explanation, but at last in the same way as in the earlier incident, in a sudden burst of confidence, she said, "Well, you see, mummy, I thought Miss Smith (her school teacher who lived at the house where Marjorie was visiting) was sitting on one of the bits of the puzzle, and I didn't like to ask her to let me look for it, I was afraid she mightn't like me to do that."

These two incidents from Marjorie's life are not examples of deep-seated fears, but are typical of the beginnings of a large number of the fears of both children and adults. The fear of looking absurd, of doing the wrong thing, of seeming different from others, does often assume gigantic proportions.

(c) Difficulty Arising from Incorrect Speech

Children are often very troubled on account of peculiarities in their speech. A little girl of my

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acquaintance, named Winifred, won a scholarship, and went from her native village to a school in a town at some distance from her home. There she found that her speech was different from that of the other children, and that it was constantly being corrected by the teachers. She had a particular difficulty with the "h" sound, and told me that she would take infinite pains to avoid using a word which was aspirated, because of the way her failures were treated.

On one occasion she avoided saying the name of the king in a reply she was giving in a history lesson, because his name was "Henry". She twisted and turned every sentence carefully in her mind to avoid the danger, but to her horror at the end of the reply the teacher remarked, before the whole class, that she expected they had all realized why Winifred had avoided giving the king's name and added "Lose a mark for omitting the name". Needless to say, Winifred's fear was not diminished by that treatment.

(d) Fear Lest Parents Should Die

Parents perhaps do not always realize how words spoken under stress or hastily sometimes have far-reaching effects, and give rise to fears which a whole lifetime can hardly remove. Nora's mother was always anxious about her husband's and her own health, and one day when Nora had committed some childish offence which had annoyed her father, the mother, herself harassed and unwell, said to her, "It is very unlikely that your father will live to be an old man. You know how delicate he is, and how unwell I am. I think you might try not to worry us like this during the short time you have us with you." Nora had this thought with

her again and again, and always at the least sign of unwellness in her parents, she felt sure they were going to die. Whenever she went away on holiday she wondered if they would be alive when she returned. It often happens that children take the words of grown-up people quite literally in this way and do not dream of questioning their conclusions.

(e) *Dread of Going Alone to a Chemist's Shop*

Jean, aged ten, was a thoroughly capable sensible little girl. She had for a long time been allowed to go alone through town to school. One day, when she needed a new tooth-brush, her auntie with whom she was staying made sure she had enough money to buy the tooth-brush, and suggested that she should call and get it on her way home. Jean did not express any difficulty, but after several days she still had not bought the tooth-brush, so her auntie asked her if she would care to run and get it in the chemist's shop near-by. Jean seemed very distressed at the idea, and her auntie could not understand why this should be. She made various excuses, but when she saw that her auntie was not quite satisfied about it, she began to cry and said, "I feel too little to go into that kind of shop by myself."

As the trouble was thus discovered, it was possible for the auntie to build up Jean's confidence in her ability to shop alone, and eventually she will be able to face the ordeal of going even into a chemist's shop! Thus, when she grows up, she should not be in the position of the lady who recently confessed to me that at twenty she had such a fear of shopping alone that she would wait till her shoes were not fit to be seen, rather than go by herself to buy new ones.

(f) *Fear of Thunder-storms*

Sometimes there are particular difficulties for parents in avoiding the transmission of their own fear to their children. A mother once said to me that as a young girl she had witnessed a terrible instance of the destruction of a house in a thunder-storm, and had been terrified of lightning ever since. She said that it was difficult for her not to let her children see her terror, but that whenever it was possible, the father took care of them at such times and she went to another room alone. It is, of course, most helpful that this mother realize the danger of passing on to the children her fear, and she is much less likely to pass it on to them than she would be if she had not given the matter any thought.

The consciousness of the real cause of the fear prevents unreasoning terror, and makes it possible for the person to explain her unusual behaviour to others. Such an explanation lessens the likelihood of the fear being passed on to them. It often happens that when a terrifying experience has set up a fear, the experience is recalled whenever similar conditions arise. In such a case the state of fear produced is sometimes much more physical than purely mental or emotional, the person gets back again to the state of tension felt at the time, but does not really feel that he is in danger on this occasion.

(g) *Terror in High Wind*

My mother as a girl of eight saw the top of a windmill blown off in a high wind and carried to a great distance. From that time onwards she was always disturbed and in a state of nervous tension during a heavy gale. As children we were a little surprised at this sign of fear in

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her; but, in the end, because she explained to us the reason for it, we did not share her fear, realizing that it was peculiar to her and was due to that far-off unnerving experience.

(h) Young Girl's Fear that she was an Adopted Child

Sybil, a sensitive artistic girl of my acquaintance, recently told me of a fear which troubled her for years of her life. As a child of eight she had rheumatic fever which left her with a weak heart. Her people, anxious to avoid frightening her, did not tell her anything at all about her heart or advise her to be careful not to over-exert herself, but instead they explained the position to her elder sister Mary, asking her to take great care of Sybil and to be sure to carry anything heavy, and never to cause her little sister to run or over-tire herself. They cautioned Mary that she must never on any account tell Sybil of this weakness in case she worried about it. Mary was very careful indeed of these instructions, but the fact that she had secret information about Sybil impressed her tremendously, and she was anxious to share it, and yet knew that she must never do so.

She hinted about it to Sybil many times and finally said, "Sybil, I know of a most dreadful thing about you." Sybil begged again and again to be told what it was, but Mary always replied, "Oh, I may never never tell you." Sybil worried all the time wondering what this dreadful thing could be. Her imagination invented all sorts of terrible explanations, but at last she came to the conclusion that the worst thing her mind could picture must account for her sister's secrecy, and that she was an adopted illegitimate child, not really wanted by any-

one. This thought haunted her. She never spoke of the fear to anyone. At last, when she was almost grown-up, she realized how very like her parents she was in appearance, and discovered circumstantial evidence showing that she was really a daughter, and not adopted. Then her heart-breaking fear vanished.

If the parents had understood the psychological situation better, they would have explained to her exactly what was needed from her as her contribution towards the recovery of her heart, and the instructions to Mary would have been unnecessary.

(1) *Fear Due to Lack of Knowledge of Sex*

I know of another girl who at fifteen had very confused ideas about everything pertaining to sex, and who had just begun to have her menstruation period.

One day a boy friend suddenly dragged her on to his knee in the railway-carriage on the way from school, when she stood in front of him looking out of the carriage window. She hastily wriggled away, feeling annoyed and afraid—afraid lest a baby should be born as a result of the closeness to a boy. The fear was intensified by reason of the fact that for several months there was no further sign of the period (she had heard some vague account of the cessation of the period during pregnancy). It was only when the period next came that the fear vanished. For months there had been a haunting fear which had paralysed effort and cast a cloud over everything. True knowledge of sex relationship would have prevented such an unreasonable fear as this, and it was only withheld because of age-long sex-repression and fearfulness, which makes it improper to speak of the subject.

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QUESTIONS

1. How would you help a child to overcome fear of the dark, if for any reason he had developed it?
2. How would you allay the fears that are likely to result from adoption or from the loss of a parent?
3. How and when would you tell a child the facts about birth? Tell of any young person you know who has suffered in any way from lack of this knowledge. (1)
4. Do you know of any instances in which the fear of looking absurd, of appearing ridiculous, of attracting attention, or of doing the wrong thing, has assumed serious proportions? Do you know how the difficulty first began? (a,b,c,e)
5. How would you avoid a fear of animals from arising in children, while at the same time guarding against the danger of unwise familiarity with them?
6. How may children who have some particular defect or peculiarity be helped to overcome the fear, which is so often present, of attracting attention through their abnormality? How may the opposite danger for such a child, that of seeking excessive attention, be avoided?
7. Tell of any hidden worry or fear from your own childhood or from the childhood of someone you know. What first gave rise to the fear and how was it finally removed?

CHAPTER VIII

PERSONAL POSSESSIONS

MINE AND THINE

THE child's instinctive desire to collect things for himself, and to use freely everything he meets in his environment, forms one of the problems in every home and in every school.

It is most important that a child should learn to respect other people's property, and I believe the best way of developing this attitude is to make sure that the child has possessions of his very own which he knows are quite safe from interference. This is a better method than that adopted by some parents of my acquaintance, who were so anxious not to interfere with their children's freedom that they removed everything valuable from all their rooms, and put iron bars in front of all their windows, to prevent accidents. The children were, as a result, uncontrolled, without respect for property or thoughtfulness for others.

Some children have great difficulty in learning to take care of their own possessions, and it is not until they are beginning to learn this lesson that they can be expected to show any very real regard for other people's belongings. For this reason it is most important to begin very early to help the little one to take proper care of his own special possessions, and to teach him to understand that there are certain things which he may not touch, and other things which he may use, if, when he has finished with them, he puts them back where he found them.

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So that the child may learn to be orderly, and may be able to keep his toys safely, it is essential he should have some special place where they may be stored. This is often difficult to arrange in flats and small houses where the accommodation is very limited. But even so, they must be stored somewhere, and a special little place for each child's own use is essential. Shelves can sometimes be fixed up for the children's toys; drawers and boxes and cupboards can also be utilized for the purpose, and apportioned to each child.

I have always found, too, that it added greatly to the orderliness of the house or school, if every child had a place for keeping his own face-cloth, tooth-brush, towels, and outdoor clothes. The pegs and hooks are needed in any case, and it is very little extra trouble to label them. It is a help to mark face-cloth, tooth-brush, towel, and clothes, to correspond, with the child's own name, or if he is not yet able to read, with a design or symbol, or with a special colour. Only in some such way as this can the child gradually learn to become self-reliant and careful. When all the bathroom equipment is common property, or cannot easily be distinguished, nobody feels responsible for the order and proper care of it; and in schools there is a great danger of spreading skin diseases unless an individual equipment is supplied.

When I was in charge of a nursery class, containing twenty-five children under five, I found that pencils and boxes of crayons frequently disappeared, until I thought of marking for each child a pencil and a box of crayons with his own design. After that time in two years not a single pencil or crayon-box was lost.

There must always be in every home and school many things which *can* only be shared, and for which more

than one person is responsible. In a class of little boys the football, to fulfil its special function, must be shared in this way, and if the putting away of the ball is left to chance, it will probably not be long before it is lost. It is often a good plan to let the children depute one of their number each week to see that the ball is put away. I have found that children take such responsibility very seriously, but teacher and parent alike can help children tremendously in the carrying out of such tasks, if they will be sure to give time for the putting away of everything used in one activity, before making preparations for the beginning of another.

It is often most helpful to give warning that the putting away of toys will need to begin soon, a few minutes before it must actually begin (especially when bedtime is to follow) so that the child can adjust his mind to the demand and can finish his game, take down his building, or dry his painting just as carefully as he desires.

Some children are intensely individualistic and dread to lend their toys to others. I think that having certain communal toys is very helpful to such children, as they learn to take their turn with others, and they see how games may become much more interesting by reason of the contribution made by the other children. This kind of play makes them want to share their more personal belongings, and a big step forward is thus made.

(a) *Seven year-old lends Her New Doll to Baby Brother*

Margaret, aged seven, was intensely careful of her toys, and found it a little difficult to share them. She had a baby brother whom she loved very dearly. At Christmas-time she was given a beautiful little long-desired doll, which her baby brother seemed to like more than any of

his own toys. He leaned and stretched trying to get it. Margaret was most anxious to do what he wished and to let him hold the doll, and yet she knew from experience how he would often throw down a most treasured possession with a great bang on to the floor. Her five-year-old brother, much less careful of his toys and naturally very generous, watched the scene and said, "Give it him, Margaret, give it him." Margaret still looked doubtful, and the little boy turned to his father who was reading and said, "Daddy, oughtn't Margaret to let baby hold her doll, he wants it?" Daddy, who didn't know exactly what was being said to him, replied, "Oh yes, give it him, dear." Whereupon Margaret anxiously deposited the doll in baby's arms, and in a second the tiny fingers caught hold of the doll's hair and tugged hard at it. Margaret, horror-stricken, rushed forward and seized the doll. Baby held on, and it wasn't until mother had been summoned to the scene that baby was induced to give up his hold of the hair, which was ruffled and sticky. Such experiences make children loath to share their most treasured toys, and their fears should be respected, especially where perishable toys, picture-books, dolls, and the like, are concerned.

(b) *Three-year-old Gives Away His Favourite Engine*

Some children are naturally very generous, and will give away or lend their toys to anybody who asks for them. Peter, aged three, was attending a nursery class, where at Christmas-time a collection of cast-off toys was made for poorer children. Peter came home eagerly telling about the collection, and saying he would give his engine, his favourite toy. His mother was a little anxious lest he should regret such generosity later, but she did not want to interfere with his kind impulse, so she let him

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take it for the collection. The next day he asked repeatedly for the engine, and was not in the least consoled when his mother reminded him that he had given it to the poor children. The mother would have been wiser if she had shown the child as clearly as she could, before she let him take the engine, that if he gave it to the collection, he would not have it to play with ever again. I think a three-year-old is too young to be asked to decide *which* toy he will give away, and usually even too young to be asked to give away *any* toy.

(c) *Four-year-old Carries Home the School Teddy Bear*

The problem of mine and thine is often particularly difficult to young children, for experience is needed in this realm, as in every other.

It sometimes happens, therefore, that children take other people's belongings, without in the least realizing that they are doing so. Dorothy, aged four, took home the big teddy bear from the nursery one day. She would not be separated from it and cried bitterly at the thought of bringing it back. The next morning her mother came to me and explained what had happened, and said that Dorothy was quite unwilling to bring it back. I told her that it could wait a day or two, till she had got used to the idea of returning it, but the following day, after Dorothy was in school, her mother came to give back the teddy bear. She explained that Dorothy had taken it to bed with her, and that as soon as the child had gone to sleep, she had herself tip-toed into the room and managed to get the teddy bear out of her arms without waking her, and had then hidden it. In the morning when the child found it gone, she cried bitterly. The mother added, "But I was determined that she

shouldn't keep it any longer. I can't have her grow up to be a thief." I tried to show the mother that she need not be afraid of that, and explained I had wanted Dorothy to bring back the teddy bear herself, so that she should realize it belonged to us all, and was kept at school in order that we could all play with it.

At this point Dorothy noticed her mother, and saw that she had the teddy bear in her hand. She nailed it with delight, so I explained to her that the teddy bear really belonged to all of us, but that because she liked it so much we would lend it to her for the week-end, and she should bring it back herself the next time she came to school. She was very happy to hear that she could have it again, and brought it back quite cheerfully on the Monday morning. I suggested lending the teddy bear for the week-end, because I was anxious to remove from her mind the unhappy experience of the night before, and make it possible for her to return it herself without pressure.

(d) *Six-year-old Takes Home Two of the School Paint-boxes*

I think sometimes when children take other people's belongings they know that they should not do it, but they are carried away by something very compelling and hard for them to resist. Jean, aged six, was very fond of her painting lessons, that was plain to see, but nobody realized that they represented particularly important times in Jean's little life, nor how fervently she longed for this period to come round each week. One afternoon, Jean, looking defiant and tear-stained, returned to school with a very angry and outraged mother carrying two of the school paint-boxes. She told me that Jean had stolen them from the school cupboard, and that she had punished

her suitably for such an outrageous offence. I could not get Jean to speak at all during the time her mother stayed, but I asked if she had a paint-box at home, and the mother replied, "No, I couldn't have such a mess as that would make in my house." I told her how fond of painting Jean was, and asked if she couldn't find a corner anywhere where she might make a mess, but I felt I had not made any headway, and I do not think Jean was ever given paints of her own at home. Afterwards Jean volunteered the information, "One of those boxes of paints I took for Mary (her little sister), only one was for me." I tried to show her why the paints had to stay at school. I felt that in the case of the child herself, the incident was the beginning of a more intimate friendliness and affection than anything we had experienced before.

(e) *Six-year-old Takes School Pencils and India-rubbers*

A little girl of six, named Winifred, whom I once had in my class, seemed to have a veritable mania for collecting pencils and india-rubbers. One day she had forty pencils of all sizes and descriptions, and about a dozen india-rubbers, in her case. I had long known that pencils seemed to vanish as though by magic. I decided to see if it would help her at all to give her two or three new pencils of a pretty colour with her name printed on each. I had not been dealing with the problem quite alone, as one of the other mistresses who had missed a pencil had traced it to Winifred's case, and had made her empty out everything from her satchel. The offence, however, had been repeated. This method of marking the pencils with her name seemed to be entirely satisfactory. I never knew of her taking pencils again, and never missed any others from my room.

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(f) *Three-year-old and the Nursery Weights*

In the matter of helping a child who has a temptation to take things belonging to other people, a close co-operation with the home is often essential to the teacher, if she is to attain complete success. I once had in my class a little girl of three, Vera, who seemed greatly attracted by the little half-ounce, one-ounce, and two-ounce weights belonging to our scales. She took these home several times, and they were returned on each occasion at the mother's desire by an auntie living in the same house. This auntie always seemed a little unfriendly towards Vera and a little inclined to judge her harshly, perhaps partly because she was an illegitimate child. For days Vera carried the weights about in her pockets all the time she was in school, and put them away each evening, but at last one day they disappeared and were not seen again. Though I asked Vera's mother repeatedly to come to school, and called several times at her house, I never managed to see her for that reason I felt that I never had a real grip in any of Vera's problems.

(g) *Twelve-year-old and Scholarship*

It is often particularly difficult for a child who has exceptional ability to realize the importance of neatness and method in the care of his possessions, but sometimes a great deal can be done for such a child, quickly and easily, with real co-operation. Rene, aged twelve, had won a scholarship and was a really clever child, showing special ability in English. At the end of a year the mother had a letter from the headmaster of the school saying that the scholarship would be cancelled, if Rene didn't do better work. He complained that her books were untidy, that she scribbled all over them in the most

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childish way, and that she was dirty and unpunctual. Rene seemed to have no feeling of responsibility about her books at all, and took very little interest in her work.

The mother decided to bring Rene to see one of the teachers of her old infants' school, because she had always spoken highly of the child and got on well with her. In this interview the teacher was able to discover what the trouble was. She found that Rene kept thinking of poems and stories which she wrote down in anything that was handy. This wise and sympathetic woman spoke to Rene about the need for keeping her books tidy, and at the same time showed her that the poems and stories had a place. She gave her a new book to keep specially for the writings.

Rene managed to keep her scholarship, and justified the earlier opinion which had been formed of her ability. Without that co-operation between her mother and her old school teacher, it is doubtful whether she would have been able to do so.

QUESTIONS

1. What equipment (clothes, toys, etc.) would you consider necessary for a child of six who is to stay with grandparents in the country for a month?
2. Tell of any child or young person you know who, once or oftener, stole articles of value or of no value. Can you tell at all why he should have done this? Was the home happy, and was he sure of grown-up affection? How was the matter treated and what happened in the end? (*c, d, e, f*)
3. What do you find the best way of storing children's toys?

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4. Should children be expected to keep their clothes clean?
5. What are the dangers of over-emphasizing in the child's mind the need for care of possessions? How can these be avoided?
6. Tell of any child who stole in a home where there was disharmony between the parents, or between the parents and some other member of the family. How was the stealing treated and what happened in the end? (*c d, e, f*)
7. Tell of any child you know who suffered from having his toys spoilt by a younger brother or sister. How was the difficulty met, and was it satisfactorily dealt with in the end? (*a*)

CHAPTER IX

TRUTH AND FICTION

It is only experience that shows us where to draw the line between truth and fiction, and wherever experience has not yet penetrated, we cannot draw this clear line between the two. Under these circumstances it is inevitable that *children* should find difficulty in distinguishing always between truth and fiction, since their experience is in many ways so limited, and since their power of judgment and reasoning is not yet fully developed. More than this, children must accept much of their information at second-hand, without yet having had the opportunity of proving for themselves the basic principles and unaltering laws on which the universe depends. It follows that if they try to deduce or reason or judge from the information they have received, without understanding the laws of cause and effect, they may go a very long way wrong, and leave the truth far behind them, as indeed even scientists have done at many points in the world's history. Another difficulty in the case of children is that they get the meaning of words mixed up, and they may thus unconsciously give a wrong impression.

It must always be one of the aims of the grown-up to help the child to distinguish increasingly between truth and fiction, but she must contrive to achieve this, without destroying the beauty of fiction for the child, without making life too serious for him, and without damaging his sense of confidence. It is the birthright of every

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child to be joyous and light-hearted, and the grown-up should seek to deepen the child's happiness and satisfaction in life, not to dispel his gay spirits.

Many of the wonders of nature can be shown to children, who are so closely akin to all young growing things. They love the magic of the opening leaf-bud, the beauty of the unfolding flower, the delicately woven spider's web, the bird's nest, the floating hasting cloud, the young seedling, and the sprouting bulb, and stand breathless before the miracle of the opening cocoon and the escaping dragon-fly. These marvels never fail to stir a response in the hearts of children, and they should be encouraged to care for growing seeds and bulbs, to trace the gradual change from flower to fruit, and to look out for the flowers of trees often difficult to detect. They should spend much time in the open air, where they can so readily learn nature's secrets and feel their own oneness with all life.

It is quite clear that the fairy is a different kind of creature from the rest of nature's children—either it is not an actual creature at all, or it exists under very different conditions. It is, I believe, wisest to assume in dealing with children that fairy tales are *not* true, but are just pretence—often beautiful pretence. It is very important that children should not live too much in the realm of faery, where magic transformations are so easy, but should learn to distinguish fairy tale, myth, and legend from the ordinary happenings of everyday life. It is confusing for a child if the grown-up says, in deference to the child's love of fairies and of make-believe, that tales of fancy are actually true. I know of people who take this line and who justify their action to themselves by saying that the inner meaning is true. Undoubtedly, the

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inner meaning of many fairy tales and legends is true, and it is often a beautiful and helpful truth. But in some cases it is clear that the fairy or folk tale expresses only the highest ethics our forefathers had attained at the time it took shape, and that we have now passed the stage when it is useful for our children to dwell on it. In this category I would place many stories of vindictive step-mothers, cruel fathers, over-bearing elder brothers, misunderstood but clever youngest sons and daughters, wicked fairies, spiteful witches, and the like. I quite realize that this list covers many of our best-known folk and fairy tales, but I believe it is unwise to tell children stories that have not a helpful inner meaning and significance. The stories of kind fairy-godmothers, of generous Father Christmas, of mischievous elves and sprightly fairies, of thoughtful princes, of lovely princesses, of effort, of hardship in danger, of courage, when not containing sordid detail, are helpful to children in forming standards of conduct. I believe that those stories which we omit from our list, for one reason or another, will be read later by the child, without having the same harmful effect as when dramatically told by the grown-up.

It seems to me that as there is so much sordid poverty, so much thoughtless treatment of animals, so much talk of war and preparation for war, so much hate, so much unhappiness, in the world around us, our conscious effort, the whole weight of our personality, should always be definitely placed on the side of peace, beauty, generosity, joy, thoughtfulness, and service. I think that children enjoy stories just as much when they know they are pretence (even the Father Christmas story) as when they try to believe they are really true, and do not feel quite sure one way or the other.

TRUTH AND FICTION

I do not believe that we should expect our children to have already reached our own ethical standards, or should seek to force such standards upon them, but we should be prepared to let them go through the various stages towards them at their own rate, without getting over-anxious for the ultimate achievement. Children are hindered by moral codes and standards of conduct which are beyond their stage of development, whenever these are thrust upon them. For many years to come there will probably be small boys who will love guns and trumpets and flags, but this does not mean that we need choose such things for *our* presents to children, or need refrain from putting the case for fellowship and peace, while at the same time leaving them to play with their guns, to settle their quarrels by trials of strength, when their doing so is not likely to hurt them over-much.

No grown-up can expect children to be convinced that she really believes in peace and in the power of arbitration and friendly co-operation, if she herself uses any kind of coercion, particularly the coercion of corporal punishment. The child judges us not by what we *say*, so much as by what we *are*, and by what we *do*. There can be no doubt that it needs infinitely more courage, more faith, more endurance, more patience, and more understanding, to deal with children on these lines, than on the old lines of force and coercion, but the love and confidence of a child are worth a great deal, and can only be given in response to that something of truth and beauty and understanding which he senses in us.

Many people who tell fairy tales to the child as though they were true, yet expect from him absolute accuracy in the relating of incidents from his own childish experience. It is, of course, most important that children

should eventually be able to relate incidents accurately, without conscious additions of fanciful detail. But if one considers the conflicting detail supplied by well-meaning, honest, adult eye-witnesses, of an accident, for example, one is bound to admit that error easily creeps into the narration of a story, and one cannot then be over-anxious at the signs of inaccuracy in children.

Some children are very imaginative and they may add details, without realizing they are doing so, to give colour, or because they so much wish it were true and would like to make it so, even believing sometimes that they can. But oftener, there is a twinkle of mischief in the eye of the story-teller who embellishes his tale—he is just seeing how much you will believe! It is important to show him that you enjoy the fun of his impossible tale, and can yourself add details to it, lots of equally exciting details.

There is a third kind of inaccuracy which results from a conscious use of untrue details with a view to misleading the hearer. Unfortunately, polite society condones this type of thing, and many children consequently hear inaccurate statements when visitors are present, and find it difficult to understand why the absolute truth may not be spoken then as at other times. Usually deliberate inaccuracy is used by the child in order to produce a slightly untrue impression for some reason; or to hide a fault, particularly when there is fear of punishment if the fault is discovered. Almost all really deliberate "lying" of this kind (and this is the only kind that should be thought of as lying in children) is due to fear of consequences or to the desire to gain some personal benefit, and can only be removed by sympathetic understanding, which takes away the element of fear or the need for self-seeking, and substitutes trust in its place.

Then the child can be helped to face the results of his unwise or unkind or self-seeking action and make it right again as far as he is able.

In the case of the quick-witted child, anxious to avoid admitting a fault rather than afraid of punishment, an inaccurate statement may be given before the child knows where he is, or has had time to think what the result is likely to be on the mind of the hearer. Then in order to be consistent, he tries to stick to it, and supports it by further deviations from the truth. This kind of inaccuracy may become very serious and develop into deliberate lying, if unchecked, and every effort should be made to help the child to realize the importance of accuracy. No deviation from the truth for any reason should be simply ignored; the child should feel, even if you do not speak of it, that you recognize the inaccuracy for what it is, and are not misled by it.

I will now give some instances of childish mistaken conclusions, wrong uses of words, exciting embellishments, sudden quick untruths, and deliberate lying, to show how difficult it is for a child to walk in the path of truth.

(a) *Examples of Mistaken Conclusions*

Bobby, a child of nearly four, was playing with a toy railway station containing porters, luggage, trains, and signals; as he played, he talked to himself, and his talk seemed to show that he had not yet outgrown his belief that toys are alive, and capable of feeling human needs. It is, of course, difficult to prove that the child is not *pretending* that things are alive when he *knows* they are not, but all children seem to go through the stage of expecting everything to be alive, and they gradually reach the stage of consciously pretending that they are so.

Bobby said to himself, "The porter is breathing," and a little later, "Puffer's asleep, don't wake puffer up," and then, "It's going to stop and have its dinner, it's hungry now."

On another day when Bobby was describing something, he said, "Oh, that was when I was a big lad." An adult said to him, "As big as daddy?" and he replied, "Oh no, because then he was a little lad," which seemed to show a feeling that the position between himself and his father had some time been reversed.

Sometimes children make in self-defence hasty comparisons between things that are quite unrelated, or that have only some small unessential detail in common. John, aged six, got a little tired of Lawrence's long accounts of South Africa, and at last he said, "What if you have been to *South Africa*! I've been to *Southport*, and that's just as good."

Mary of about the same age said to a child who was talking a great deal about her baby sister who "couldn't talk or walk and hadn't any teeth," "Well, that's nothing, I've got a baby that *can* walk and talk and *has* got teeth."

(b) *Instances of Mistaken Use of Words*

John, of four, always said "last week" when he meant "yesterday" and Bobby said "tomorrow" when he meant "yesterday"—"When I go~~ed~~ home tomorrow, I found my way by myself."

Freda, at four, was still confused between "up" and "down" and finally used always to say "up or down," whichever she meant, so as to be safe.

John, of two, confused "big" and "little," saying of a smaller brick, "Dis á bigger one."

Bobby, at four and a half years, when drawing a fish, said " Now I'll put its wings."

Alan, of three, was one day asked by his mother not to make so much noise, or he would damage the drums of her ears. The next day he said, " Mummy, will you please let me hear the band in your ears? "

(c) *Samples of Exciting Embellishments*

Bobby, when nearly four years old, went to take some scraps to the hens, and when he returned he said with a twinkle, " They said, ' Thank you very much.' "

Another day he came rushing in with dancing eyes and said, " Friday night I seed a *red* donkey, I call ' ponies ' ' donkeys.' "

If children very much want to have had an exciting experience, or to be equal with other children who are relating their adventures, there is no limit to which they will not go.

Margaret, aged six, was chatting with a group of small people about what they had had for lunch. Then somebody said, " Margaret, what did *you* have for lunch? " and with one roguish look at the grown-up who was present, as much as to say, " You will understand, I know, that my honour is at stake, and I must plunge for it," said in a perfectly ordinary voice without a trace of humour, " I had roasted spider, I caught it myself and put it in the oven. It was a very big one indeed. Have you ever tasted spider? " As they all said they hadn't, and asked what it tasted like, Margaret described with great relish the exact taste of this delicate morsel.

Jack, aged six, one day came bounding into the school cloakroom with the exciting news that he had just seen a

lion. When the grown-up, in order to show that she realized he was making up an exciting tale, asked if there was an elephant too, he said, "Yes," so she said, "And a tiger?" He admitted that there had also been a tiger, and it seemed as though he would have included all the animals of which he had ever heard, so outflowing was his imagination at the moment.

(d) *Examples of Sudden Inaccuracy to Hide a Fault*

In the story of Mary and the "Three Bears," page ??, Mary's response about the reason for the size of the Big Bear's spoon was of this kind.

Barbara, of three, did not like milk, but was expected to drink a little each morning at breakfast time. One day she was found by a grown-up, cup in hand, standing on a chair so as to be tall enough to reach up to the open window. It looked extremely likely that she had just emptied the contents of the cup through the window. The grown-up said, "What are you doing up there, Barbara?" She replied, "Watchin' the fresh air come wobblin' in."

(e) *Examples of Lack of Appreciation of Usages of Polite Society*

Barbara's fifth birthday was very exciting to her, almost too exciting. She had sixteen presents, and many of them she liked very much indeed. It happened that one auntie had made her a pair of specially nice knickers with blue ribbon bows to wear with her dancing frock. Barbara was in no mood to welcome anything in the way of clothes as suitable for a birthday present, and she wept with disappointment at the sight of the knickers. When she was writing letters of thanks, she left this letter till

last and then wrote in phonetic spelling with printed and capital letters mixed up together,

Auntie Nell,

I don t like the knickers

Barbara

When she was asked to write a kinder letter, she at first refused point blank, but finally, sitting under the table where the darkness corresponded with her dark mood, she produced the desired letter,

Dear Auntie Nell,

I hank you for the knickers

Love from Barbara

Nora, aged three, pressed a visitor to have more cake, for said she, We have another in the pantry like it, and mummy says they re as stale as anything already It would be nice if you could help us to eat them up

The minister's wife entertained one of her parishioners to tea During the meal the visitor said, I believe your husband heard my husband lecture last night What did he think of it? The lady of the house replied that she didn't know, but P'ggv, the minister's four year-old daughter said in a clear high pitched, dramatic voice,

Don t you remember, mummy I do, daddy said, That awful man!

(f) *Instances of Deliberate Lying*

In the story told in an earlier chapter, page 120, of Winifred's collection of india rubbers and pencils, no mention was made of her persistent lying, whenever an attempt was made to discover the whereabouts of a lost pencil or india rubber She would explain in detail how she had come by each pencil in her possession, would

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even say, "I know by this little tooth-mark that it's my pencil—my little baby brother did that yesterday."

It is quite usual to find the most ingenious fabrications whenever there is stealing, because it is necessary not only to explain why you could not possibly have taken the thing, but also how you came to have it in your possession. When money is taken, it is most difficult often to track it down, just because it has already been used for buying something new which may not be in existence now, and which in any case is *not* exactly the same as the money that was lost, and so cannot be identified by its owner. Even if the money has not been spent, it cannot of course be identified with security, unless it has on it some distinguishing mark.

QUESTIONS

1. How may children be helped to get the correct meaning of words? (b)
2. How would you treat instances of mistaken conclusions which you find in children? (a)
3. Have you met examples of children's exciting additions when relating their experiences? How did they arise and how were they met? (c)
4. How would you help children to attain truthfulness?
5. Why is anger or annoyance such an unwise and unhelpful response to childish lying and inaccuracy?
6. Ought you to feel troubled by children's exciting fabrications?
7. Have you known any instance of the stealing of money? Was there any special cause? How would you have thought it wise to deal with the difficulty?

CHAPTER X

THE DEVELOPMENT OF SPEECH

THE development of speech in the child during the first five years is a truly remarkable achievement. Whenever we consider the extent of the vocabulary of a five-year-old, and the complexity of thought which he can understand and express in language, we marvel anew.

If we follow the continuous progress from the baby's earliest undifferentiated cries, through his crowing and babbling, to his first recognizable word, we realize something of the complexity of the art of speech. And if we continue to watch his progress, noting in what order new words are added, and how the sentences gradually become more and more complex in their construction, we find the study of fascinating interest.

Since the child uses speech in order to communicate his thoughts and feelings to others, as well as for the joy of the activity itself, the grown-up should be very careful not to make fun either of the child's thoughts and feelings themselves, or of the mode of expression; for if she does so, she will cause the child to close up inside himself, and will no longer be allowed to share his intimate experiences. There will certainly be occasions when the thoughts and feelings, or their expression, seem quaint and strange to the grown-up, even though they are meant quite seriously by the child, and on these occasions control is needed by the grown-up to prevent her amusement from hurting the child.

No child can bear to hear his serious sayings repeated as jokes to every chance caller, and if this happens he

soon ceases to use language as a means of expressing his inner personality, and uses it only as a means of communication on everyday subjects. The grown-up who cares for the child's development should endeavour to make an atmosphere in which the child feels able to speak freely of his hopes, his fears, his joys, safe in the knowledge that she will keep confidence with him, and will seek to understand exactly what he is trying to say to her.

Even those of us who have not made a detailed study of the development of speech know something of how the sense of language develops in the child, and realize that from the point of view of pure technique, he has to learn not only to understand what is said to him, but also to shape his own thought in reply, and moreover, to perform all the complicated movements of lungs, throat, and mouth, needed to make his thought intelligible to others through speech. In written language, the technique required is still more complicated, since he must not only be able to understand speech, but must also know how to read and write. If the grown-up knows something of the peculiarities she may expect to find in the child's early speech, she can be so much more helpful to him, and by having confidence in his ultimate achievement can encourage confidence in him. We will, therefore, go into the matter in some detail.

The child's early attempts at speech must necessarily be very imperfect. Some children seem to dread, even so early in their lives, the spectacle of unsuccessful effort, and do not attempt to speak at all until they have come to understand much of the meaning of language and something of the intricacies of speech, whereas others delight in practising the sounds, and use words earlier but with much less exactitude.

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Various studies have been made of the development of speech in the child, some have recorded the vocabulary at different ages, others have noted the structure of sentences at successive stages, while others again have indicated something of the peculiarities of pronunciation found in the child's early attempts at speech. My own study of the subject gave the same general conclusions as those found in published records. At first names of objects (nouns) tend to be more frequent in the child's vocabulary than names of actions (verbs) or any other part of speech, and often one word does duty for a whole sentence, the inflection used indicating the meaning intended.

There tend to be comparatively few verbs in the vocabularies of children under two years, and the sentences used by children at this age tend to be short. Some children are using by that time quite a large number of words, but others use very few indeed. Wilfrid, at two and a quarter years, had only four words in his vocabulary. They were "apple," "quack-quack," "pussy," and "all-gone." He did not apply the words widely, so many children do, allowing "apple" to cover "orange" and "plum," and "quack-quack" to stand for any kind of bird. After the age of two and a half years, his vocabulary went up by leaps and bounds. He has proved himself to be a child of good average intelligence, showing special interest in books and school work, so the late development of the art of speaking did not mean a lack of ability along the line of language.

By about three years, or in some cases earlier, sentences may be properly formed, and the question, which at first depends almost entirely on inflection, begins to be used

in the ordinary way, for example, " Shall I come? " Connecting words like " and," " but," etc., begin to appear gradually, getting more frequent as the child grows older. It is not usually until the fourth year that the child attains fluent speech with almost correct constructions, and often babyish constructions remain after this age.

The idea of time still gives difficulty to the four-year-old. Many children at this age have trouble with the past tenses of verbs, and try to apply the method used in the case of one verb to a new and unfamiliar example. Barbara said, " Have you *pun* it for me? " when she meant " *pinned*." She was applying her knowledge of the verb " to begin " to the new example.

It seems that there is considerable variation in the development of the power to name colours, and no special colour tends to be recognized earlier than any other colour. Margaret, of three, recognized and named only blue, Alan, of two and three quarters, only red, while Bobby, of three and three quarters, knew black and white and grey, he next learnt red, then green, then blue.

There is, however, more similarity between children in the matter of pronunciation. Very few children have any difficulty in pronouncing the " f " sound correctly. Bobby of three and three quarters, who had difficulty with that sound, was able to put it right as soon as he had been shown once how to make it. Indeed, he practised it with great determination for days afterwards.

In the same way children very rarely have any difficulty in making the " p " sound. John had difficulty with it, however, and he substituted for " p " the " f " sound.

The sound of " th " in " feather " is difficult at first

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for almost all children; some substitute "d" and others "v."

A great many children have difficulty with "l," particularly when it is the second of two consonants as in "flower" and "plate," though they may pronounce it quite easily in "leg." The "r" as in "rat" is found difficult by many children; by some it is left out altogether, by others it is pronounced as a "y," "yat," and by others again as "l," "lat."

The child makes during his first five years his "pattern" of speech, and he makes this pattern by copying the speech he hears; if this is clear and resonant, he has a much better chance of forming his sounds correctly, because he hears the sounds more easily and distinctly. If the grown-up will show the child, when it seems to be time that he should have outgrown his babyish pronunciation, how to make a sound which he finds difficult, she may save him years of self-conscious anxiety on account of a peculiarity which could easily have been put right in early years. It is quite obvious that every child must go through the stage of faulty pronunciation, and the parent need only watch that any peculiarity does not continue for too long. She will find it very much easier to show a child how to make sounds correctly, if she will try to discover how she makes them herself by watching her movements carefully in a mirror, and then she can let the child do the same.

By this, it is not meant that the technique of the child's speech should be considered at the expense of its content, or that there should be fussiness or nagging; it would be far better not to help him in his speech at all, than to make him self-conscious and thus hamper his power of self-expression.

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In order to foster interest and aid development in language, it is very important to see that the child's books include much variety. There should be stories of ordinary happenings of real life, stories of adventure, and of legend, as well as informative books of nature, of history and of the peoples of other lands, suitable to the child's age. There should be collections of poems, too, on his book shelves, and a variety of poetry should be read to him. He should be encouraged to write down or speak any original poems which come to him. Wherever the grown-up is found who encourages the writing of original verse, interest at once springs in the child, and many people have now made excellent collections of children's poems.

Original stories and original plays come just as readily to the child as do original poems, and all should find a sympathetic response in the adult.

Stammering

It may be helpful to give some brief consideration to the question of stammering, because an understanding of the underlying causes can often prevent it from arising and go far towards curing it when it has once arisen.

Stammering is believed by many people to be due to some defect in the construction of the organs of speech, or to inability to make some special sound, but this is not the case. It is a difficulty due entirely to tension, and often arises in highly-strung children when over-stimulated or at times of nervous anxiety. The child should never be hurried by the grown-up when he is relating a happening, because this often sets up tension and may lead to stammering.

In the stammerer the organs of speech spasmodically become tense, and it is only when a feeling of confidence

and calm can be permanently established that the cure can be complete.

Any kind of trick which is supposed to help the stammerer to overcome the difficulty should be avoided, as it only makes the trouble more deep-seated and difficult to cure in the long run. The stammerer is greatly helped by a sympathetic atmosphere, and often finds it possible to speak fluently to one person, while in speaking to another he stops before almost every word.

It is specially helpful to a stammerer for the hearer to concentrate carefully on what he is saying. By this means it is often possible to remove the self-consciousness and diffidence which so easily come to him when he thinks that what he is saying is not being appreciated. If he knows that the hearer is listening with interest, he concentrates his attention on what he is saying, rather than on the way he is saying it.

It has seemed helpful to illustrate this chapter by samples of actual speech of children at different ages. Only one special case of speech difficulty is given here, because a number of stories have been given in other chapters showing some of the mistakes into which children fall when they are learning to speak.

Betty's Difficulty with the "sh" Sound

Betty as a tiny child always pronounced "sh" as "s." She said "sop" for "shop," "sip" for "ship," and so on.

By the time she was six, she pronounced "sh" almost correctly when it came at the beginning of a word, but not when it came in the middle of a word. She did not pronounce the "sh" sound in "precious," "anxious," "friendship," etc., but instead used an

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“ s ” sound. Some words had become so fixed in this pattern that it was hard for her to change them, and besides she had come to feel that she couldn’t pronounce the “ sh ” sound properly.

When she went to school, just before she was seven, the teacher helped her to feel and see in a mirror the difference in the way the two sounds were made, and once she had proved to herself that she could pronounce “ sh ” perfectly well, even in the middle of a word, she soon put the matter right, for she was extremely intelligent and persevering.

If no one had given her careful help, she would very likely have grown up feeling that she was different from other people and that she could not pronounce some words in the way other people could. She might even have come to think there was something wrong with her speech organs.

Examples of Actual Speech of Children at Different Ages

The exact meaning of a young child’s words can often be known only by the hearer. In the following instances, where there is any doubt, the exact meaning is added in brackets. Not more than one quotation is given from the speech of any single child.

One and a half years

- (1) “ Me this? ” (May I have this?)
- (2) “ Baby bang.” (I am banging)

Two years four months

- (1) “ On horse’s back.” (Put me on the horse’s back.)
- (2) “ All de bricks.” (I’ve got all the bricks.)

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- (3) "Not grandma coming?" (Isn't grandma coming?)
- (4) "Not Ron have book." (I don't want Ron to have the book, please stop him from getting it.)
- (5) "I've tippit over."

Two years eight months

The first of these sentences, where Noia speaks of a chain of beads, shows a linking together of ideas, but there is no connecting word.

- (1) "Dis one's broke; dis is blue; dat's red; dis bead's broke; dem is beads; beads nice colour."
- (2) "Fasten this."
- (3) "I'm going to make another cupboard."
- (4) "This is a saucer." (It was a plate.)
- (5) "Do you want a chair?"

Three and a half years

The first quotation shows the use of the connecting word *and*.

- (1) "These are blue pins (lupins) and these are white pins (white lupins)."
- (2) "Oh, it's felled over. It won't stand up."
- (3) "He no eyes." (He, the wooden horse, has no eyes.)

Four years

The first quotation shows the use of the connecting word *but* and the relative pronoun *who*. The words were spoken while Ronald talked to himself as he was drawing with crayons.

- (1) "This is a boy, no a man. I can make a man's hat"—the hat was the only difference between boy and man in his drawings—"This is a blue-faced boy. There aren't any blue faces, but I

don't mind, they are funny people who dye themselves blue."

(2) "Didn't I have them cards last week?"—he meant "yesterday."

(3) "It'll have to be needled"—the button had come off his shoe.

(4) "I never have very roses." (rosy cheeks.)

Children often repeat the words of nursery rhymes or other verses without much regard to the original sense. Sometimes they make a new sense of their own, and sometimes they follow the sound rather than the meaning. It may be interesting to quote a few of the examples which I took down verbatim. In some cases where only one line was peculiar I have not quoted the whole rhyme.

The following are versions of "Mary had a little lamb":

Peggy (Three and a half years)

"Mary had a likle lamb.
It was fleece white as snow
And 'at everywhere 'at Mary went
The lamb was sure to go"

Margaret (four years)

"Mary had a little lamb,
It feet was white as snow,
And everywhere 'at Mary went
The lamp was sure to go"

John (four years)

"Mary had a likle ram
Her fleet was white as snow.

It was anenst the smool"
(which was against the rule).

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Here are a few other rhymes.

Janet (four years eight months)

“ Jack fell down and broke his crown
And Elsie began den after.”
‘ Little Bopeep has lost her sheep
And doesn’t to know
And wagging his tail behind h’m ”

Barbara (three and a half years)

“ Potherin ginnin’ a mighty song
Shall we be captain himin’ to the ghost?
For ever and ever, Amen ”

The above was Barbara’s version of

Glory be to the Father and to the Son and to the
Holy Ghost, for ever and ever, Amen ”

QUESTIONS

1. What were the first words used by any child you know? How exactly were they made to do duty as sentences? How old was the child when he first began to talk, and how long was it before he made proper sentences?
2. Tell of any peculiarities of pronunciation that you have noticed in children. Give the ages of the children concerned whenever you can.
3. What are some of the things that learning to speak involves? What are some of the pitfalls that may hinder successful achievement?
4. What are some of the points of resemblance, and some of the points of difference, between learning to speak your mother tongue as a baby and young child, and learning to speak a foreign language at a later point?

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5. How do story and poetry and picture books help speech development at the different stages? How would you use the child's early picture and story and poetry books to encourage his speech development, and how would you expect him to use them?
6. How would you help a child who showed signs of stammering, before the stammer had become at all fixed? Illustrate from the case of anyone you know and show what the main causes of this tendency were.
7. Can you give examples of children's mistaken uses of words or mistaken interpretations? Can you see at all how these mistakes arose, and how they might have been prevented?

CHAPTER XI

RESPONSIBILITY

ALL through this little book I have sought to show how a child should be helped gradually to undertake more and more responsibility for his possessions, his conduct, and his activities. But I believe, at the same time, in some quarters there is a definite danger of erring on the side of giving responsibility too early, and of giving too much responsibility to children. A great many girls and some boys are given the task of taking entire charge of younger brothers or sisters for several hours at a time, not occasionally but day after day. The responsibility hampers their play and often interferes with their growth, since they carry the little ones about, lifting and nursing them most of the time. The little child certainly does not always find the care given by the bigger brother or sister all that could be desired. The bigger child often assumes responsibility for the punishment as well as for the care of the little one, and I have frequently seen bigger sisters slap the little ones for some childish offence, the origin and meaning of which they could not possibly understand. I think the feeling of the responsibility weighs on them, and they see no way of obtaining the conduct they desire save by threats and by smacking.

In any case, if the bigger children have only experienced that kind of treatment themselves, it is obvious they cannot be expected to use any other methods with these smaller children under their care. It would be very helpful to give a course of lessons on child

guidance to all the older boys and girls before they leave school, and, if possible, some practice in the care of children under the supervision of an adult, so that the most serious effects of the care of little children by bigger ones might be prevented. The older children would learn to avoid carrying and nursing the child, when possible, but would let him walk and run by himself, would learn to let the little one progress at his own rate, fasten his own clothes, wash himself, and do all the other things within his power which the grown-up and the older child so love to do for him.

The task of caring for a young child taxes the skill and ingenuity of an adult, so it is no wonder that it is too heavy for a growing undeveloped child. Moreover, every young child needs the sympathetic understanding which can only come from experience. I think the responsibility of being alone in a house, or of preparing meals without help, or of keeping the house clean and tidy, is also too heavy for growing children and should not be put upon them.

There is no doubt that it is helpful for children to undertake certain regular duties which are well within their power, and which contribute to the well-being of their own little community. The preparation for this kind of responsibility begins when the little one is first allowed to help in carrying messages or in washing up the dishes.

Children may also quite reasonably be expected, as they grow older, to keep their own clothes and toys tidily, to wash and dress themselves properly. They have been gradually preparing for this from their earliest years. They should be expected to wait on themselves and to be as independent as possible of grown-up aid.

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If children are allowed to keep pets, they must gradually learn to take proper care of them. This is very difficult for the young child, and much help is needed at first. Regularity in feeding and cleaning is the most important lesson that has to be learnt in this connection, but it is not a very easy lesson for the young child, for he tends to be very enthusiastic and keen, when he first gets a pet, and then, as time goes on, his early enthusiasm wanes a little, and the feeding and cleaning become rather irksome. The grown-up should recognize that this is bound to be the case, before she allows the child to keep a pet, and should be willing, at first at any rate, to help the child in remembering the feeding and cleaning times.

The child must gradually learn the use and value of money, as he grows older, for if he enters the world as a wage-earner without this experience, he will be very handicapped. He should be allowed to spend money from his early years, and should be helped to understand its exact value. He should have the experience of saving up for something and of buying the desired object, when he has collected enough money. For this reason I think it is a mistake to let children save up for something which is too expensive for them to be able to buy, unless it is understood that the parent will supply the rest, if they can manage to save a certain given amount.

It seems to me unwise to pay the child for doing his ordinary duties in the home, or for running messages, but it is important that he should have a regular sum each week, if only a very small sum, which he can spend as he likes, or which he can save if he prefers to do so.

The child should have been learning from early years how to use his time, and how to choose his activities. Nowadays, children are being allowed to choose their

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occupations, within certain limits, not only in their leisure time but throughout the school-day, under such systems as the Montessori, Project, and other activity methods. This is certainly an advantage, as it brings the spontaneity and enthusiasm of the play period into school-work, and gives the child a sense of responsibility in his own education. With an increasing regard for the value of all avenues of expression for the child—art, music, poetry, handicrafts, housewifery—it is becoming increasingly easy for every child to excel in something, while book learning and scholastic attainment are gradually taking a smaller place in the child's life, both at school and at home.

The greater freedom in the school curriculum is definitely in line with modern trends in psychology and is of the greatest advantage to the child, since it makes possible real interest, real achievement, and real pleasure in school-work for every child.

I tried to show in earlier chapters that much of the so-called "naughtiness" found in children is due to their need for activity, to their boundless energy, to instinctive tendencies, and to misunderstandings either on the part of the child or of the adult. This is absolutely true, but it is important to remember that our children must be able to fit into the world, and as we have seen, they should gradually acquire control of themselves, so that their childish tendencies and reactions are left behind as they attain manhood. We do not expect to meet in the older child violent anger, fierce fighting, bullying, or thoughtless teasing. We look now for a measure of balance, poise, and serenity, in our children. If they have been allowed to set standards of conduct for themselves, to take a part in the making of any rules which have been found necessary for the welfare of all the members of

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home or school, and have been helped to grow increasingly independent of grown-up sanction, we shall not be disappointed in them. They will not always succeed in their high endeavour, that would not be possible; there will be lapses now and again, failures here and there, but there will be such good comradeship between children and grown-ups that they will find together a way through the difficult places of adolescence.

And our children of to-morrow? Surely it is they who will fully reap the benefits, in increased understanding and in increased opportunities.

I will set down a few actual examples showing how children welcome the opportunity of undertaking responsibility.

(a) *Three-year-old Wants to Put on His Own Clothes*

One day Billy, aged three, attending a nursery class, was preparing for home when his mother called for him. She rushed on into the cloak room before him, took his coat off the peg, and began to help him to put it on. He gave one yell of anger and annoyance, so she handed the coat to him, and he carried it back again, hung it on his peg, and then solemnly took the coat off the peg himself and began to put it on. The mother seemed mystified, and as Billy ran off with another child, the teacher explained to the mother that the children were helped to learn how to hang up and put on their own clothes alone, and that as Billy was now quite able to do so, he did not really need help, and was better left to manage by himself.

(b) *Four-year-old Folding up Her Blanket*

Joan, a very capable little person of four years, also attending a nursery class, was one day folding up her blanket after sleeping, when her father, a tall policeman,

came to take her home. He was anxious to help her in what seemed to him a task too difficult for her, and he bent down to take the blanket out of her hand. When she saw what was happening, she kept tight hold of the blanket, and a look of determination came into her face. The father saw that she wanted to do it herself, and looked across at the teacher as much as to say, "Can she do it by herself? Ought I to leave her alone?" The teacher smiled back to him that he should leave her, and they saw after some little time a blanket folded as neatly as any grown-up could have done it.

(c) *Four-year-old's Mothering Instinct*

Most people have seen instances of the mothering of a small child by an older one, when the little one has been lifted up, swung round, kissed, and supervised to the minutest detail. I had never seen a very pronounced example of this tendency in a child so young as four years, until I met Mary. She was attending a nursery school, and took a special liking for a neighbour's child of two years, whom she knew before he came to the nursery, and for whom she therefore felt a special responsibility. In the time set aside for rhythmic movement, she took him round by the hand, constantly showing him how to step to the music; in the Montessori period she chose occupations for him and did them for him, she lifted him up and down from the tiny chairs from which he could perfectly well reach the floor with his feet. She put on his coat and took off his shoes, in fact the child could not stir without her. Mary did not seem able to leave him alone, and it was eventually found necessary to put the new little boy in a different group, until he had found his feet and learnt to withstand her attentions.

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(d) *Six-year-old's Enthusiasm in Washing Her Hands*

Nora, of six, attended a school where great emphasis was laid upon the necessity of always having clean hands. There was a daily inspection of hands, and Nora began to long for the special commendation that was given to those who had very clean hands. She spent long periods, sometimes as long as three quarters of an hour, in washing, but did not often manage to keep her hands quite clean until she reached school. Much commendation was given by her parents, as well as by her teachers, for the virtue of having clean hands. One could not help asking oneself if too much emphasis was not being laid upon the need for clean hands, and if the little girl was not feeling it as a special virtue and responsibility, where it should be taken more as a matter of course by teachers and parents as well as by the children.

QUESTIONS

1. How should a child be helped to understand the need for letting a smaller child do things for himself? Illustrate if possible from your own experience of this kind of thing. (a, b, c)
2. To what extent should children at different ages be allowed to choose their own clothes? Tell of any garment you were allowed to choose for yourself as a child or young person, and tell what you felt about it. How old were you at the time?
3. How much help or advice should be given to a child in the spending of his own money? Tell how any child you know spends his own money, or else tell how you used to spend your pocket-money when you were a youngster.

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- 4 Is there a danger of stressing too much the need for acquiring some special habit or virtue? Why is it not wise to praise a child a great deal for the successful performance of routine duties and habits? (*d*)
- 5 How would you help a child to undertake the responsibility for his own bedtime and for his own leisure time?
- 6 Do you think a child should be allowed to keep pets of his own and if so what should be his responsibility towards them?
- 7 Tell of any case that has come within your notice of a child's desire to take responsibility himself for something, in spite of grown-up or other intervention that was seeking to prevent him. (*a b, c*)

CHAPTER XII

THE DEVELOPMENT OF PERSONALITY

IN conclusion, it may be helpful to trace briefly the development of personality in the child, showing how impulses from within the child himself are directed towards and influenced by the persons and things in his environment.

It is, of course, impossible to form any accurate estimate of the special endowment of a new-born baby. He may have within him the germs of particular ability along the lines of music, art, mathematics, or science. He may be gifted with a large measure of endurance, persistence, or physical strength. He may be of an intensely affectionate loving nature, he may be diffident and retiring, or aggressively confident. No one can tell.

One thing alone is certain: the use he will make of his special equipment will depend to some extent on the kind of opportunity he is given in his early years. According to the tradition of the home, some line in which the child is not specially gifted may be developed, or some other line in which he is particularly clever may be ignored.

The parents may ascribe to heredity what is really due to environment, that is to say, they may assume that certain gifts, certain failings, certain forms of ill-health, have been inherited when they may have been due rather to the kind of atmosphere by which the child has been surrounded since the time of his birth.

When parents and teachers realize how very readily this kind of mistake may be made, they will be specially on

the look-out to avoid it, for it often causes a depressing fatalistic attitude to arise. The fact that the child has always lived with a parent who suffers from some weakness, and who fears that the child has inherited it, makes it very likely that the child will develop it, even though he was quite strong and healthy at birth. Afterwards, if signs of the weakness do develop, it is not surprising that parents and others should feel very sure they were right all along in believing that the child had inherited the weakness.

If the parent fears, for example, that the child has inherited a weak chest, she will dread every sign of cold and will expect it to settle on his chest. She will always wrap him up particularly warmly, maybe she will even sew a layer of wool round his chest, as one mother of my acquaintance did, in order to make sure that he keeps warm. The result may be that the child himself also becomes fearful, and this bad suggestion, together with the handicap of too much clothing on one part of the body, which shuts out sun and air, may actually set up weakness in the chest.

Little tricks of behaviour and other peculiar habits are probably oftener *copied* from parents than inherited. In the same way if the parent has some special gift, she may look eagerly for signs of its having been inherited by the child. When the child does begin to show an interest in that subject, she will help him to develop it to the fullest extent, and may believe that he has inherited a gift from her, when in reality he has simply developed through her interest and enthusiasm further along that line than would otherwise have been the case. The child's actual gifts may or may not be just those which would be expected as an inheritance from the parents.

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While it is admitted that every child born into the world is different from every other and possesses certain specific trends of temperament, there is a strong tendency at the present time in many quarters to emphasize the belief that the child possesses the *possibility* of developing to a greater or less extent along every line. Modern thought recognizes, moreover, that the power of suggestion may cause the child to push forward along one line or another, may make him diffident or aggressive, may cause illnesses to arise, may prevent their doing so, or may heal them when they have arisen.

The knowledge that so much can be done to help or hinder the child in his development has a much more bracing effect on parent and teacher, and makes a much greater demand on both, than did the more or less rigid idea of heredity as the central factor in the child's development.

We have seen how impossible it is to tell at the time of a child's birth what qualities or weaknesses he will develop later, and when the qualities or weaknesses have begun to show themselves, how equally impossible it is to say exactly which are due to original endowment, and which to the atmosphere and environment in which the child has lived.

Thus each child's development becomes a glorious adventure full of boundless possibilities. It is the objective of each young growing human organism to attain the richest possible development, spiritually, mentally, and physically. The task of parent and teacher, therefore, becomes that of supplying the most healthy conditions for growth for each child. In order to do this, it is necessary to study each child separately, watch his reactions, follow his interests, and give him opportunities for experimenting

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along every line. It is necessary, too, to get rid of all preconceived ideas as to how quickly the child ought to progress, what he ought to achieve at any given age, which lines he may be expected to find easy and which difficult.

By contact with the people around him, and by his reaction to everything which he meets in his environment, his personality gradually develops. As a tiny baby he does not recognize the various people who come in and out of his room, he probably feels only a vague sense of well-being when his wants are satisfied, and a vague uneasiness when they are not. Sounds and sights soon make an impression upon him, but he cannot for some time understand fully their significance.

Gradually he realizes that certain sounds and sights accompany the satisfaction of his needs, or have some other pleasurable significance, and he begins to show pleasure when they come into his field of consciousness. He early begins to recognize the people who live with him by their voices as well as by their appearance. It is some time before he realizes that a person is the same person whether near to him or farther away.

He quite early discovers when certain conduct is expected of him, and soon fits into the grown-up's desires. If the grown-up is fearful about the doing of some routine habit the baby senses her fear, and usually fits into what she unconsciously expects of him. For this reason it is very important that the grown-up should realize the power of her unspoken fears, her half conscious or wholly unconscious fears. She should also have the compensation of realizing just how powerful a force for good her confidence in the child's ultimate achievement may be. The secret of this form of suggestibility in the child comes from

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the fact that his conclusions are not based on the speech or action of the adult alone, but are the result of his intuitive understanding of the whole personality. Children have the intuitive faculty strongly developed, and they form very accurate estimates of the people with whom they come into contact.

The child gradually learns, too, the properties of the various things in his environment, he discovers that wood is hard, wool is soft, tin sharp, and he learns that no amount of pressure changes these qualities. This is very important to him, for it is one of the first indications which the child receives of the constant properties of the objects of the natural world. It is therefore in the realm of objects that the child first clearly sees the law of cause and effect at work.

In all kinds of handwork the child has the same lesson emphasized. It is for this reason that he learns so much more from handwork than control of the fingers or skill in manipulating tools. He learns through dealing with fixed properties, through actually making things himself, patience, resource, ingenuity, and the need for accuracy. Besides this, handwork has a calming effect and is a potent factor in helping the child to attain poise and balance. It is specially valuable for children who are highly excitable or exceptionally imaginative, and for those who are not of the intellectual type. In Chapter V special reference has been made to all the main forms of handwork for children of different ages, so it is unnecessary to go further into the question here.

While handwork may stimulate the imagination in a concrete kind of way, and is often the key which unlocks the door of the child's understanding, it is through stories, poetry, and dramatic play, that he acquires a sympathetic

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understanding of the larger world in which he lives, for by these means he identifies himself with other human beings. He lives through in his own mind the doings of the characters in the story, rejoicing with them in their success, lamenting in their failure, while in dramatic play he carries the same process a stage further and actually performs the acts of the characters whom he represents. Poetry makes a strong rhythmic appeal to the child; its force and power stimulate his emotional development and fire his imagination.

Music may play a very important part in the life of the child. His whole organism responds to its rhythm, and he loves, too, the sound of its beautiful melody and rich harmony. The child usually reacts at once to the mood and feeling of beautiful music. He likes to take some active part in it by singing, by stepping to the rhythm, or by beating out the rhythm on some percussion instrument. He will make up tunes or dances for himself, if he is encouraged to do so.

The value of open air and sunshine in the life of the child cannot be over-estimated. It is not only for his healthy physical development, but for his mental and spiritual growth that these are so necessary. Something intangible, but none the less precious on that account, comes to the child through contact with the great outdoors, and every opportunity for time in the open air should be utilized. A list of toys suitable for use outside has already been given in Chapter V.

The child's desire for the companionship of other children, his interest in all young things, his love of animals, should be respected and encouraged. These desires and interests afford special opportunities for

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widening his knowledge and his sympathies, and are therefore particularly valuable to him.

It is always the impulse from within the child himself reaching out to the people and things in his environment which causes his personality to develop. With the development of personality comes an increase of knowledge and skill, but without that development neither skill nor knowledge can be of full use to the child. He may have *learned* facts and technical devices in an abstract way, may have been taught something of morals, but these will only weigh him down until he has mastered them for himself by contact with real life situations and made them his own.

It is, therefore, no wonder that modern parents and teachers are seeking to avoid abstract teaching, and are becoming increasingly willing to let the child learn by doing. This method requires from the adult infinitely more confidence in the child than the old method, and also much patience during the slow process of learning, for the child must be free to make mistakes, to experiment, and to progress at his own rate.

All through the years of childhood the growing boy and girl meet many things which puzzle them, and a question is ever on their lips. The grown-up should answer such questions truthfully and as simply as she can. The child is confused and hampered by any kind of evasion or deception. There will be questions from the earliest years about babies, where they come from, how they are made, etc. There will be questions relating to sex, probably arising from the differences between boys and girls which the child has noticed, there will be countless questions about the natural world, questions too on

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more abstract problems concerning religion and philosophy.

The questions about babies and about the various other aspects of sex are ones which a parent may find it hard to answer truthfully. She will, however, do her child a real service if she will answer his questions in this field truthfully and simply, without any sense of shame. She may at some point find it a great help to read with the child such a book as "How a Baby is Born"* by K. de Schweinitz or let him read for himself at a later point 'How Life is Handed On'† by Cyril Bibby. She should tell the child only gradually the various details, but should lay a right foundation for future information from the beginning. If she feels that he will talk of these subjects too freely with other children, as a result of the information which she gives him, she should explain to him that some children are not told the true facts about birth and sex until they are older, and that it is therefore better for him, not to discuss these questions with other children.

By the time of adolescence, the boy and girl brought up on the lines of co-operation and trust should have attained a measure of stability and knowledge with which to meet this extremely turbulent period in their lives.

Questions of religion are found difficult nowadays by many parents, but every parent should at least let the child know what she herself believes. It is helpful for the parent to remember that it is not only through her answers to his questions that the child's attitude to religion is formed, but that everything in his life contributes to this end. The child's contact with adults and other children, his love of music and literature, his joy in all

* Routledge, 3/-

† Nelson, 3/-

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growing things and in beautiful colours, his own efforts in the various forms of handwork, science, and art, all contribute to his conception of religion.

There is no doubt that children can feel the oneness of all life, the brotherhood of man, the wonder of all growing things, and can gradually come to respect that something of God, the divine spark, within themselves and within all the people whom they meet. They can appreciate the miracle of their own bodies, slowly perfected through the ages, and of their minds so greatly influenced by those who have gone before, and so sensitive to the feelings of those around them. They can go further even than this. They can realize that the world is altogether too marvellously planned to be the work of a blind chance, but depends on some all-powerful mind. They can see that forces working for good are constantly in conflict with forces working for ill, and if they look back over the whole of human history they can see that the good are slowly but surely triumphing. They can gradually learn how to co-operate with the good and thus hasten the world's progress towards peace and good fellowship. All this is of the essence of religion and ethics and is of infinitely more practical use than any amount of moral precepts, for it brings with it sympathy, consideration, effort, joy, wonder, and withal a deep reverence for the One who is Life in all its myriad forms, for the One who is behind and yet within the great and marvellous universe.

QUESTIONS

1. Tell of anyone you know who had gifts quite different from those of his parents. How were those gifts received by his parents, and how did they develop?

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- 2 Tell of someone you know who was helped by a change in environment to develop capacities that had been quite hidden before. What was it in the earlier environment that had prevented the capacities from showing themselves before?
- 3 Tell of some child who copied a father or mother or other grown-up in gesture or words or tones of voice or mannerisms, or in some other way. Was there any special reason why the child should copy the adult in this way?
- 4 Why is it so dangerous to suggest illness or failure to a child? How may this best be avoided? Illustrate from your own experience or observation.
- 5 How did you find out the facts of birth? Did any part of the story cause you difficulty or anxiety? How and when would you tell these details to some child in your care?
- 6 What is the grown up's responsibility to a child in the way of example, physical care and psychological understanding? Has she any other special part to play in the child's life?
- 7 How would you treat a youngster during adolescence? Why does he resist particularly the over-watchful adult at this stage? Tell of any young person you know who had a particularly turbulent adolescence, and show why this was the case as far as you can.